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ABSTRACT

This book describes the initial and continuing professional development of the various teachers and trainers involved in initial vocational training for youth in Italy, Ireland, and Portugal. The book contains separate, but similarly formatted, sections for each country. The following are topics are discussed in all three country reports: initial vocational training; trainers and teachers in initial vocational training; regulations for the training of teachers and trainers; training programs for teachers and trainers; initial training; and continuing training. The report on Italy also includes the following: political and institutional aspects; cultural aspects; associations, organizations, and resource centers involved with the training of trainers; and the continuing training supply. The report on Ireland also lists useful addresses of associations and resource/information centers and institutions and courses. The Portugal report begins with an overview of teachers and trainers of young people in Portugal and lists useful addresses of government agencies and social partners and training bodies and courses. Bibliographies and glossaries follow each country report. (YLB)

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Teachers and trainers in vocational training

Volume 2: Italy, Ireland and Portugal

Project Coordinator: Africa Melis

First edition, Berlin 1995

This book was written on behalf of CEDEFOP by
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Preface

The book "Teachers and trainers in vocational training" describes the different types of professionals who instruct young people in initial vocational training and presents the training facilities provided for the continuing and further training of these groups.

This work commenced in November 1994 with the first volume in English on four countries: Germany, Spain, France and the United Kingdom. The second volume which we are presenting here, focuses on three other countries, Italy, Ireland and Portugal, and gives similar information on them. The approach, the methodology and the various aspects dealt with in these reports are practically identical in all the countries in order to facilitate comparison. However, we did not try to make an identical presentation of all the countries concerned because this would have meant distorting the realities which are so different that they cannot be "pressed into a mould".

It is planned to publish both volumes in French in the coming months. By doing this we wish to make a further contribution to the mutual knowledge of training in the different countries of the European Union by focusing in this case on an important group of professionals, the *true protagonists of vocational training, namely, the teachers and trainers.*

This book is addressed, first and foremost, to them, in the hope that it will be a *practical instrument to facilitate their mobility within the European Union.* We believe it will help to improve information on their "counterparts" in the other countries; it will give them a better understanding of the modes of training of teachers and trainers and of access to the profession, thus encouraging exchange or joint projects between the professionals of different countries.

These volumes will also be of interest to a much broader group of readers, those who are closely following the development of Vocational Education and Training in the different countries. Without doubt, many aspects of the organization of vocational training systems will become more "transparent" through a description of the actors involved in them. We sincerely hope that the reader or user will find this information useful.

Africa Melis, Berlin
June 1995

Acknowledgements

The idea of preparing this book originated in the Petra Programme of the Commission and was in particular advocated by Ms. Rita da Veiga da Cunha who was in charge of the programme. We would like to thank her particularly for her useful comments and her unconditional support throughout the process. We would also like to thank Ms. Margarita Marques, member of the "PETRA Youth Bureau" for the generosity with which she placed her expertise at the service of this task.

We would like to mention with appreciation the excellent work and spirit of collaboration of the members of the steering group and the authors of the report who were obviously selected for their professional competence; but beside their efforts to find solutions to a not inconsiderable number of problems, they established mutual ties of friendship which go beyond purely professional relations.

Presentation

1.1 Working Group Similar to the first volume of this project which dealt with Germany, Spain, France and the United Kingdom, this volume too was prepared jointly by a number of expert institutions which developed and updated training directories, and a group of experts who studied and organized the training of trainers and who are in positions of responsibility in this field in their respective countries.

Ireland **Kenneth W. Page and Nora M. T. Byrne** of CALMAR INTERNATIONAL LTD. (Dublin).

Italy **Pierluigi Richini**, under the direction of **Franco Salerno** and the technical supervision of **Claudia Montedoro from System Form** (Rome).

Portugal **Teresa Ambrosio and Teresa Oliveira** (Universidade Nova de Lisboa).

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1.2 Objective This book is a practical initiative which complements the instruments and guides developed by the European Commission under the PETRA and FORCE programmes. These were designed to make initial and continuing vocational training more accessible to young people and adults.

Its objective is to describe and compare, insofar as possible, the current situation of trainers and teachers who are involved in initial vocational training in Member States of the European Union.

The book is aimed at three target groups: the trainers and teachers, who are the protagonists, the vocational training institutions and bodies, and those politically responsible for training.

The book will be useful for *teachers and trainers* because it outlines the situation in other Member States. It aims to enable them to plan visits or training periods in other countries by providing information on the opportunities and types of training available to them there. The information provided on training opportunities for trainers is therefore designed to promote their mobility both within the European Union and within each country itself.

The vocational training institutions and bodies will find information which will help them to identify potential partners for research and development projects or trainer exchange programmes. The information presented in the Guide will enable them to establish "consortia" and links with similar bodies in other countries. This will foster the transnational character required by Community human resource development programmes.

Those responsible at a political level for this area will find a systematic presentation of information on the trainers and teachers involved in initial vocational training in other countries. There is a description of the different types of teachers and trainers, their training paths, access to the job market, and the opportunities available for continuing training. The information is presented within the context of vocational training in each country, its different branches and options and, in those cases where this is relevant, its relative importance in comparison to other training opportunities available to young people. Planners of training programmes will find useful information concerning future changes in the training plans of teachers and trainers.

In the *human resources development programmes* initiated by the Commission, one chapter is devoted to the training of trainers. In line with the new programmes, in particular "Leonardo da Vinci" and "Socrates", more joint projects between training institutions are to be set up and developed and will exceed the number of previous vocational networks. These new joint programmes will undoubtedly promote the mobility of numerous institutions which so far have had no experience of international cooperation. This book may also be of some help to them.

Lastly we would point out that these volumes *are not addressed to European researchers and specialists in the training of trainers*. The information is presented in a simplified fashion so that a reader who is not a specialist in this field can clearly understand the differences and similarities that exist between the various vocational training systems within which trainers and teachers operate. We have systematically avoided including extremely detailed explanations such as those that distinguish between "national" officials and "regional" ones, or those that explain the differences between different categories of trainers in one institution. This type of information only makes sense to the reader who is familiar with the national realities of each country and only confuses readers from other countries.

1.3 Definitions *Initial vocational training*

The definition of initial vocational training used by the European Council in Article 1 of its Decision of 22.07.1991 on the Community programme PETRA has been adopted as a common reference point. The Decision defines it as

"any form of non-university vocational training, including technical and vocational training and apprenticeships, which

provides young people with the opportunity to obtain a vocational qualification recognized by the competent authorities of the Member State in which it is obtained".

Teachers and trainers

As the above Council Decision does not provide a definition of these groups, and with the desire to include the age group covered by the Decision, as well as the wide variety of existing trainers in the various countries, it was decided for the purposes of this Guide, that the teachers and trainers referred to in it are

"those people who are responsible for or who run initial vocational training courses, the objective of which is to provide skills training or further education to young people (aged 15-28) who have completed compulsory schooling".

1.4 How to use the book

While writing this book, many of the addresses that the authors had initially felt were of key importance, changed, and there was an awareness that the constant checking and updating of this type of information is only useful if done regularly.

We decided, therefore, to keep to a minimum the information that most rapidly goes out of date and replace it with information on reference points and organizational methods which remains applicable longer. Consequently, no long lists of addresses have been included in the book but it does offer an indication of the situations, structures, organizations and networks that can provide information.

In the same way, the presentation of the provision of continuing training for teachers and trainers consists of a brief description of information to be found in each country, in databases or updated directories.

2 Differences among types of teachers and trainers

The terms "teacher" in vocational training and "trainer" in initial vocational training are used imprecisely to refer to two large occupational groups: the teachers, who work mainly in technical schools, and the trainers, who work mainly in firms.

The significant development in teaching and training and in continuing training in recent years has created new tasks and even new occupations in the field of training. As a result, both continuing training and initial training are undergoing profound change.

There is now the paradox that while there is a growing number of trainers, they do not actually train but design, plan, assess and manage training schemes. However, there is also an increasing number of "non-trainers" who conduct training whether it be on a

temporary basis or on a permanent, part-time basis in a company or training centre.

The search for *statistical information* on teachers and trainers has been a discouraging experience for the authors of the book. If one looks hard enough, one can find statistics for teachers in vocational training schools and centres. However, no information is to be found on trainers working in firms, with the exception of Germany and, in part, France. We cannot, therefore, quantify the numbers of teachers and trainers per country, nor can we carry out comparisons between countries. In this light, we feel existing estimates of the ratio of students per teacher in vocational training are of no great use.

2.1 The types of teachers and trainers

From the numerous possible classification systems drawn up or collected in previous CEDEFOP studies, we have selected the one which is most flexible and comprehensive for the purpose of our book. It distinguishes three groups of professionals: teachers, full-time trainers and part-time trainers.

Technical and vocational teachers have become specialists mostly as a result of higher education, i.e. university or university-related studies, which does not, in most cases, mean any previous professional experience in the relevant sector. Their strength lies in theoretical training, and their weakness in their lack of company experience. They usually work in technical and vocational training schools or centres.

Full-time trainers are generally specialized in one field and have solid company experience. They have changed their original occupation and essentially work as trainers. Their strength lies in their knowledge of their special subject and their weakness stems from either a lack of training in teaching techniques, or from a possible lack of practical experience as a result of a lack of contact with the real workplace.

Part-time trainers and temporary trainers specialize in one subject, technique or method, which constitutes their main professional activity, and only carry out teaching or training projects as a secondary activity. Their weak point is that they frequently lack the teaching skills required to plan and organize the course content and adapt it to the group they are training. This group, however, is in the best position to provide effective teaching or training. These trainers do not often work in initial vocational training but in continuing training.

2.2 Training functions

In those countries where training is more developed and has a longer tradition, it is possible to establish a second means of classification based on the function fulfilled by the teacher or by the trainer. It will enable new profiles to be identified which were previously not common on a European level.

There are five basic stages in the training process, around which new occupational profiles are emerging: mainly needs analysis and design, organization of the training, the design and drawing up of didactic material, the training itself, and evaluation.

Around these functions, new areas of expertise are becoming apparent. They are related to education and training management and the organization and planning of teaching. Because these functions are in short supply, teachers and trainers are offered new opportunities for professional development and advancement, given that there is a growing demand for these skills which are currently lacking.

3 Conclusion

This book contains two complementary sets of information. Firstly it identifies and describes initial vocational *teachers and trainers* in different Member States. Secondly, it describes the *training opportunities* offered by the training centres, associations and institutions which are most suited to the requirements of the training of trainers. It lists all opportunities for access to further education and professional development in each country.

The book has a twofold purpose:

- to present a study of a heterogeneous group of people who, unlike trainers working in firms, have so far been the subject of few systematic studies that take account of the whole group.
- to outline training opportunities for trainers and teachers in initial vocational training. It is not possible to distinguish which of these training opportunities are also aimed at trainers in continuing training.

The lack of systematic studies is reflected in the absence of any recognized and accepted definitions which could serve as a common point of departure and reference in making a study in different countries. As a result there are no common indicators which would facilitate the difficult task of international comparison.

As a result of this, there is little statistical information available on teachers, trainers and the related continuing training programmes.

The most important Community action aimed at improving initial vocational training is the Commission's PETRA Programme. Its main objectives are to raise awareness and understanding of training systems in other countries, promote exchanges and encourage the setting-up of joint training programmes.

A great effort has been made to involve as many young people as possible: according to estimates, a total of 40,000 young people will have been involved throughout the programme. Vocational trainers have also been targeted under "Action 3" of the programme.

As teachers and trainers are the key to the success of training programmes, themselves one of the most necessary investments now and in the coming years, it is worth considering whether enough is being done to help them adapt to the new realities, to improve their mobility, to further determine their tasks, their duties, their changing profiles and competences and to encourage them to take part in exchanges and in transnational programmes. The great differences in training systems and processes evidenced by this book, along with incomplete regulation schemes in many cases, constitute objective barriers to the mobility of teachers and trainers. We could, therefore, conclude that a similar if not greater effort than the one being made in other sectors should be made in the case of teachers and trainers who put training schemes into practice. This should be done not only due to the intrinsic value of such efforts, but also because of their multiplier effect.

We sincerely hope that this book will help to increase the efforts undertaken up to now to support teachers and trainers in vocational training.

Italy

1 Introduction Italy's vocational training system can be grouped under four main headings:

1.1 Political and Institutional aspects

- *public education*, through the educational options offered by State vocational schools, administered by the Ministry of Education;
- *regional training*, through vocational training centres that are managed directly or run under conventions with national or regional organisations, administered by the regions;
- *business training*, organised internally or delegated to business organisations, administered by individual enterprises or trade associations;
- *independent private training*, offered by schools or colleges.

The national debate on vocational training was given a new impetus at the beginning of 1993 following a number of political and institutional agreements between the regions, employers' organisations and trade union organisations.

The wide-ranging and comprehensive nature of the issues dealt with in the documents that were drawn up provide a blueprint for a complete review of vocational training.

The interest shown by the social partners in the training system would tend to point to training as a priority area for testing forms of direct cooperation between the social partners.

From the institutional point of view, the Ministry of Labour and the Regions have monitored and facilitated the debate about control of the labour market and vocational training. The Ministry of Education has promoted a number of innovative experiments with curricula and proposed significant modifications of the vocational education sector, in some cases involving cooperation with regions and enterprises.

At the end of September 1994, the Minister of Education put forward a draft law, which will be presented to Parliament for debate and conversion into a State law, on the reform of upper secondary education, school autonomy and the extension of compulsory education to the age of 16. This draft law also makes provision for a two-year vocational training cycle at the end of the normal five-year cycle leading to the upper secondary leaving certificate. This will require new links between the various educational paths.

Political initiatives also include the recruitment training contract and the apprenticeship contract which can be seen as the Italian system of providing starting wages.

1.2 Cultural aspects

In recent years, the cultural debate has shown that one of the weaknesses of the Italian training system is the lack of high-level, intermediate training paths between upper secondary education and university. This type of training is needed both by the production system in general, which is looking for intermediate skilled technicians to meet its development needs, and by the ever more complex situation of the working world in general. The Italian training supply will have to be brought into line with the average quality of training offered by European Member States, imposed at Community level by the implementation of the Single Market, so that different and, in some cases, specialist needs can be satisfied.

The need for high-quality, post-upper secondary training continues to be shaped by the fact that the cultural and social innovations described above increasingly take upper secondary education as the starting point for the acquisition of a range of cultural and critical skills needed for any occupational advancement.

The thread that draws current discussions together is the need to raise people's basic education standards and to make training more flexible so that it is in keeping with Italy's various social and economic requirements.

This working hypothesis has highlighted the need to:

- revise occupational skill analysis models in order to rationalise the training system;
- build up models for occupational skill design and certification that integrate various types of qualification;
- promote in-service and on-the-job training as well as retraining and redeployment training in order to provide a range of training opportunities in line with the new economic and social situation of Italy and the European Union.

1.3 Profiles of teachers and trainers

The different professional background of teachers in public education and trainers in out-of-school training is one of the components of the initial vocational training system.

Teachers employed by the Ministry of Education come from an academic background, almost all have degrees and have gained permanent tenure as teachers through national, public competitions for the various types of teaching.

Trainers in regional training come, for the most part, from a background of various types of work training. Most possess the upper secondary leaving certificate and a large (and growing) number have degrees. They enter training through recruitment and selection; "entry conditions" for trainers have never been laid down at national level although provision was made for this in the national outline law (1978). Some regions have laid down such entry conditions and drawn up "Trainers' Registers".

Business trainers are normally in-house personnel and their contracts of employment are governed by national labour agreements for the particular sector.

The out-of-school training sector also includes *experts* who normally possess a university qualification and high-level experience of specialist work, to whom some training is delegated.

1.4 Problems raised by training

The supply of in-service training is a complex system of initiatives and resources, which are delegated to a whole range of organisations that actually run training but are supervised and financed by commissioning organisations – for further details see the relative chapter. It is useful to bear in mind here that the most up-to-date educational research has shown that the distinguishing factor in training development, in whatever sector, is the multidisciplinary nature of the problems that have to be tackled so that a global answer can be found.

The technological and technical advances that have taken place in the production system often lead to a mismatch between the supply of skilled personnel and the demand for this personnel, in some cases because people do not possess managerial and organisational skills that were not considered important in the past. The way in which production and enterprises are now organised, where the aim of training is to enable people to respond autonomously to working situations that change as time passes, has meant that training based on specific occupational tasks has largely been superseded.

There seem to be two areas where the training of trainers needs to be upgraded to make training more innovative: educational skills and planning abilities.

The innovative educational skills of trainers must bring together:

- content, shaped, among other things, by the new technologies, problems of environmental impact and the system of safety at work;
- methods, in relation to problem-solving techniques, organisational problems and learning strategies;
- the social dimension, from the point of view of institutional dialogue, communication and problem mediation.

Planning is a basic component of trainers' occupational skills. Training needs have to be pinpointed and analysed, training scheme objectives have to be defined in a concrete way and contents and methods have to be reformulated as objectives, methods and time-scales vary, so that a "training plan" can be built up.

Trainers' occupational skills must include the ability to formulate a mix of training strategies that can be offered over a whole range of training situations. This stems from the major changes that have taken place in the social, cultural and economic organisation of our society. New training needs must be matched by new ways of learning and a technology, which is rapidly modifying social

organisation, must be matched by an ongoing ability to update old skills or acquire new skills so as to be able to manage changes in a professional way. This makes it necessary to formulate new training models for trainers which provide information on the structure of training, i.e. they clarify its tasks in respect of the new skills required by employees' new qualification strategies, and list the skills that trainers need on entry into the training system.

2 Initial vocational training

From the institutional point of view, the initial training system in Italy is separated into vocational education and vocational training, the State being responsible for vocational education and the regional authorities for vocational training.

A further way in which young people can acquire vocational qualifications is through training in enterprise, making use of apprenticeship and employment-training contracts.

Independent vocational training is also offered by agencies that do not receive public financial support.

2.1 Administrative structure of the education system

Italy has two State authorities that administer the education system: the *Ministry of Education* and the *Ministry of Universities and Scientific and Technological Research*¹.

The Ministry of Education's tasks are to supervise, coordinate, plan and oversee schools and the educational activities carried out in national territory.

The Ministry of Education has regional and provincial education offices: Regional Superintendents of Schools in the regions and Provincial Directors of Education in the provinces.

These authorities have the common tasks of implementing policy directives decided at central level and ensuring that local people are offered the activities and services that they need.

2.1.1 Compulsory education

Compulsory education lasts for eight years between the ages of six and fourteen.

Parliament is discussing a draft law to reform upper secondary education that extends compulsory education by two years.

At present compulsory education is divided into two cycles: five years of primary education and three years of lower secondary education. Each cycle has distinct and very specific characteristics, curricula and objectives.

¹ The tasks of this Ministry are not examined as they relate to post-secondary education of a university type.

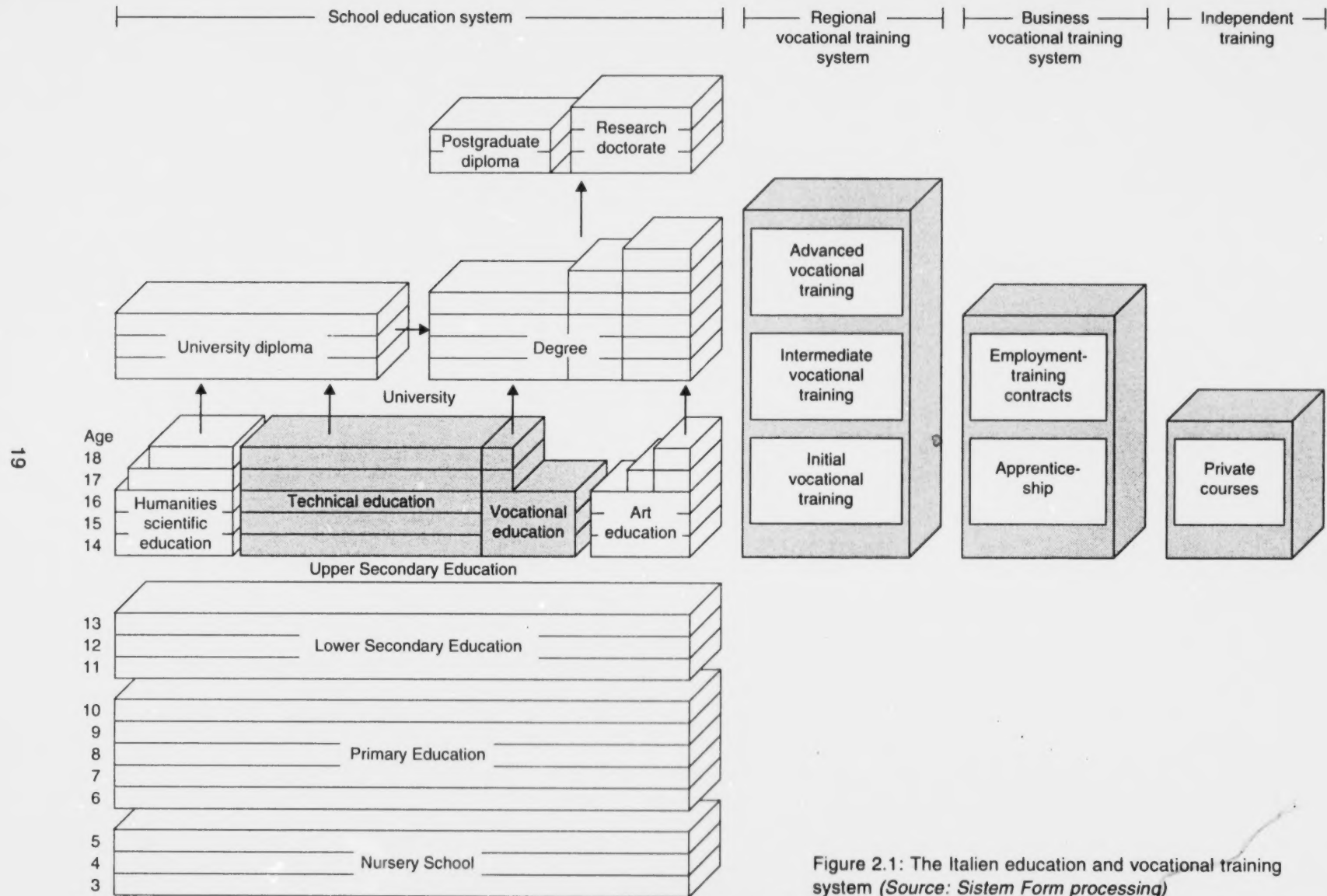


Figure 2.1: The Italian education and vocational training system (Source: Sistem Form processing)

Lower secondary education Lower secondary education is compulsory, free and lasts three years (from the age of 11 to 14). At present it is the only way that pupils who have completed primary education can complete their compulsory education.

The main focus of curricula and teaching is to develop pupils' personalities in all moral, social, intellectual, operational, emotional and creative areas.

Choices following compulsory education Pupils who pass the "lower secondary certificate" can go on to:

- upper secondary education;
- vocational training;
- alternance training, such as apprenticeship and employment-training contracts (see section 2.3);
- enter directly into the working world without qualifications.

2.1.2 Post-compulsory education: organisation and technical and vocational education options Upper secondary education includes a large number of options, whose length and objectives differ:

- education in the humanities and sciences, including classical lycées and scientific lycées (five-year course) and nursery and primary teacher training schools (five-, four- and three-year courses);

General aspects of upper secondary education

- technical education divided into a number of options (industrial, commercial, agricultural), all lasting five years;
- vocational education, divided into options lasting three and five years;
- art education, including art lycées and schools of applied arts, lasting five, four and three years.

Technical education Technical schools, although answerable financially to the Ministry of Education in the same way as other schools, have administrative autonomy.

They prepare pupils for technical and administrative professions, at middle management level, in the agricultural, industrial and service sectors.

There are different sections within these three main sectors (for instance the agricultural, commercial, industrial and nautical sections, etc.) and different options within these sections (for instance commercial sections specialising in administration, trade, foreign trade, etc.).

The five-year courses include an initial two-year cycle – where subjects common to all the sections and options are studied as well as specific subjects relating to the option chosen – and a three-year cycle, where subjects relating to the option chosen take priority.

Vocational education Vocational schools prepare pupils to work as skilled workers and technicians. Courses last three or five years. A certificate is awarded in the case of the three-year course. Pupils obtain a

school-leaving certificate in their chosen option in the case of the five-year course.

2.2 Structure of regional vocational training

The regional vocational training system is governed by Law 845/78 (outline law on vocational training) which sets out those tasks for which the State (Ministry of Labour and Social Security) and the regions are responsible.

2.2.1 Institutional and administrative framework

The Ministry of Labour and Social Security is responsible for national planning.

The regions must enact their own laws on:

- the planning and funding of training activities;
- methods of achieving training objectives in relation to qualifications, abiding by the general principles of collective bargaining and the regulations on placement;
- training for particular target groups;
- the training and refresher training of personnel employed in regional vocational training activities.

Vocational training is administered in different ways. The regions administer this training in two main ways:

- a) direct public administration by regions or by delegation to local authorities (generally provinces);
- b) convention-regulated management or management by delegation, making use of the convention option, to structures set up by democratic organisations of employees, self-employed workers, entrepreneurs, associations with training and social aims, public enterprises, enterprises and their consortia and the cooperative movement.

2.2.2 Initial training courses: types, length and users

The types of course included in regional classification systems can be grouped under three main headings:

- *Initial training*: includes post-compulsory basic qualifications and "bridge" training for the pupils in the final years of State technical and vocational schools.
- *Intermediate training*: includes specialist training, refresher training, further training for students with school-leaving certificates and the qualification of people who may or may not possess certificates relating to the qualification to be obtained.
- *Advanced training*: includes advanced training and qualifications for young graduates.

Initial training courses last 1,000 to 2,400 hours, while intermediate and advanced courses last 1,000 hours. In exceptional cases, intermediate and advanced courses last two years (2,400 hours).

2.3 Initial training in enterprise

Measures intended to match the labour supply and demand at national and local level and to promote employment among young people include two laws: the first establishing the apprenticeship system and the second the employment-training contract system.

2.3.1 Apprenticeship: features and extent Apprenticeship, established by Law 25 of 1955, has been an important step in promoting certified training.

Apprenticeship is a special working relationship, under which entrepreneurs undertake to teach or to arrange to teach, in their enterprises, the apprentices that they have employed the technical skills that they need to become skilled workers, making use of apprentices' work in the enterprise. Young people aged between 15 and 26 are eligible for these contracts. Apprentices are paid a wage. The obligations include 32 hours of work per week and attendance at theoretical courses for 8 hours per week, although these hours can also be used at different times. The average length of theoretical courses is 150 hours a year.

2.3.2 Employment-training contracts: features and extent The employment-training contract, introduced by law in 1983, builds on previous regulations intended to promote employment among young people.

Under this type of contract, employers can recruit by name young people aged between 15 and 29 under a fixed-term, one-year contract having training aims.

Continuing youth unemployment has led, following agreements between the social parties and the government, to a decision about Law 863/84, which modifies the features of employment-training contracts as set out in previous regulations.

Under this new law public economic agencies, enterprises and their consortia can recruit by name young people aged between 15 and 32 for a period of 24 months. At the end of the contract, the enterprise may terminate the employment relationship with the young person or place it on a permanent basis.

Unlike apprenticeship, where the law specifies a compulsory ratio of working hours to training hours, the employment-training contract regulations contain no rigid prescriptions on hours.

Only employers who intend to claim financial contributions from the regions are required to submit training plans.

2.4 Independent vocational training A whole range of agencies offer vocational training without public financial support. The types of training on offer tend to be concentrated in certain sectors, presumably because training in these sectors makes it easier or more likely to find jobs, albeit only at a manual level. These include courses in the office-work, computer, fashion and beauty sectors. Some sectors which prepare for widespread professions, such as those in the hotel, foodstuffs and textiles industries, seem to be somewhat neglected (ISFOL, 1993).

Two main types of agency issue certificates in the area of private training (without public finance): agencies whose courses and/or

qualification certificates are authorized or recognized by regions and agencies that operate without any relationship with regions or other public authorities (provinces, communes).

2.5 Certification *Lower secondary education.* Courses end with the State examination for which pupils are entered by decision of the Class Council.

The examination includes written and oral tests and the candidate receives an overall grade based on the grades obtained in the various subject tests. Candidates receiving fail grades are not awarded the lower secondary certificate which is still widely needed for participation in public competitions.

Technical education. Courses end with the State examination for the leaving certificate in the various options. The leaving certificate makes it possible to enter some university faculties, to enter work directly, to go onto training/work activities as an apprentice or under an employment-training contract (see section 2.3) or to enter the regional vocational training system (see section 2.2). The leaving certificate is a prerequisite for participation in public competitions.

Vocational education. Three-year courses lead to a certificate of vocational qualification (after passing an examination). This has a dual legal status:

- on the one hand, it is valid for continued studies on post-qualification courses;
- on the other hand, it is contractually valid for recruitment to work.

Post-qualification courses make it possible for qualified pupils to attend further courses in keeping with their previous option, in order to obtain an upper secondary leaving certificate. This means that training opportunities for all upper secondary students are on a par, making it possible for students who have obtained certificates from vocational schools after attending five-year courses to go onto university.

Regional vocational training. Students attending vocational training schemes run by regions may obtain a certificate of attendance, or a vocational qualification, by passing an aptitude examination.

The qualification certificate is used for recruitment for work. Enterprises are not obliged, however, at the time of recruitment to award contractual grades corresponding to the qualification certificates that workers possess.

Apprenticeship. At the end of the apprenticeship contract, the young person sits an examination organised along lines similar to those of the aptitude examination in the regional vocational training system. The examination is intended to award a qualification corresponding to the contract entered into with the enterprise and is on a par with that issued to students on regional courses.

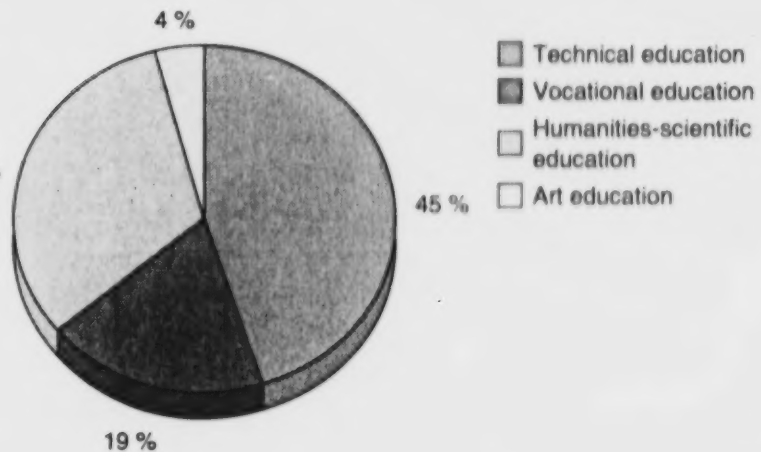
Employment-training contracts. A qualification is awarded only in cases in which the enterprise submits training plans and claims regional funding.

Independent training. Certification is only possible at the end of courses offered by agencies authorised or recognised by regions. In other cases (courses set up by agencies which have no relationship with public authorities) attendance certificates, on a par with those issued for the corresponding courses authorised by regions, are issued, but do not entitle trainees to register for placement.

2.6 Statistics *Upper secondary education:* in the 1991/92 academic year, 2,864,885 students attended upper secondary school (source: Ministry of Education/BDP).

The following graph shows the breakdown of these students by type of education.

Figure 2.2: Breakdown of upper secondary education pupils by type of school (1991/92) Academic year
(Source: Ministry of Education – Italian Eurydice Unit)



Regional vocational training: in 1990–91 (ISFOL, 1991) the Regions ran 7,830 initial qualification courses (post-compulsory) and 3,435 intermediate courses (post-upper secondary). Advanced training is not as yet significant in quantitative terms.

The breakdown of regional courses by sectors of qualification was as follows in 1990/91.

Apprenticeship: Some 605,000 young people are involved in the apprenticeship system every year (ISFOL, 1993). The craft sector makes the largest use of this special training and employment relationship (young people employed: 53%), although there are fairly significant numbers of apprentices in other enterprises. In terms of geographical areas, it can be seen that 80% of young people are employed in enterprises in the centre and north.

Figure 2.3: Breakdown of courses by sector of qualification (1991-92)
(Source: ISFOL)



Table 2.1: Percentage distribution of trainees on courses scheduled by regions by type of course (1989-1991)

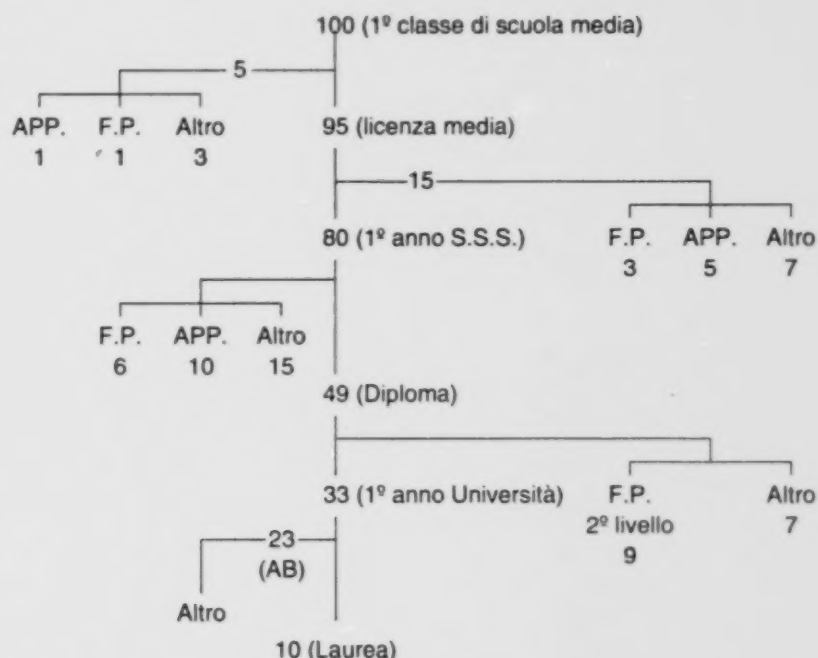
Type of Activity	1988/89	1989/90	1990/91
Initial	46.1	43.8	38.1
Intermediate	13.4	15.9	15.3
Other activities	40.5	40.3	46.6
Total	100	100	100

Employment-training contracts: Data on the recruitment of young people into the production system show that this is a particularly dynamic system (an average of 500,000 young people every year). By 1990, six years after the adoption of the law, employment-training contracts had helped 2,500,000 young people to enter the working world (ISFOL, 1993).

Independent vocational training: According to a survey carried out by ISFOL (ISFOL, 1993), there are over 2,000 independent agencies in Italy; over 80% of these agencies are in the central and northern regions. If a ratio is drawn up between public vocational training centres and private centres, it can be seen that Italy has an average of 20 public centres for every 10 private centres.

Numbers of young people: The following graph shows flows, channels and paths within the education and vocational training system (Sistem Form processing of CENSIS data for 1988/89).

Figure 2.4: Flows, paths and channels in the system of education and vocational training (data for 1988-89)



Key: AB: drop-outs; APP: apprenticeship; FP: vocational training; Altro = other 1ª classe di scuola media: Year 1 of lower secondary education; licenza media: lower secondary certificate; 1ª anno SSS: Year 1 of upper secondary education; Diploma = diploma; 1ª anno Università: Year 1 of university; 2º livello = intermediate; Laurea = degree

3 Teachers and trainers in initial training: types and tasks undertaken

Training workers can be divided into three main categories:

1. teachers in technical and vocational education;
2. trainers in regional vocational training, whether administered directly or under convention;
3. trainers in in-company training and training centres connected with public and private production organisations.

3.1 Teachers in technical and vocational education: the subject teacher

3.1.1 General features

Teachers in any type and level of public education are State employees, possess public office and have rights and obligations laid down by law. The freedom of teaching is the first and foremost right of teachers; this is understood as teaching autonomy and free cultural expression, abiding by constitutional principles, school regulations and curricula.

Rights and obligations are laid down by law and relate to place of employment, working hours, pay, career advancement, holidays and leave. These aspects are regulated by national labour

agreements that are renewed periodically and agreed by the Ministry of Education and trade union organisations.

In order to obtain a post as a teacher it is necessary to pass the examinations in a competition for which those possessing the following study qualifications are eligible:

- a degree for all theoretical teaching;
- an upper secondary certificate for practical technical teaching.

There are many such teachers in vocational education.

Teachers in technical and vocational education generally teach a subject (or two if they are related, for instance Italian and history, mathematics and sciences), depending on the degree course that they have attended and the competition that they have passed. Teachers have the occupational task of passing on, in a completely autonomous way, theoretical and/or theoretical and practical knowledge relating to the subject taught, abiding by the curricula in force. The skills that they need touch on other areas such as teaching methods and relational and nurturing skills.

Teachers in technical and vocational education are divided into teachers in the strict sense and practical technical teachers.

The former teach general subjects (Italian, foreign languages, mathematics, sciences, etc.) or vocational subjects (chemistry, physics, electronics, mechanical engineering, etc.) but always at a theoretical level.

The latter are employed for laboratory work in these subjects and therefore work at a practical level.

From the point of view of legal status, most teachers are in permanent posts and therefore have permanent contracts.

3.1.2 Other occupations Other occupations, always held by teachers who do not, however, teach subjects, were included in the system in 1989/90:

Remedial teacher. The task of remedial teachers is to make sure, through individual educational planning, that disabled students are fully integrated into classes; they take part in the planning of teaching within the Board of Teachers.

Guidance service coordinator. These teachers offer information, provide links and support teachers and social services in the area.

Library service coordinator. These coordinators look after schools' information services and documentation; they catalogue and issue documentation in school libraries.

Staff recruited for these activities have the same legal and economic status as teaching staff and must observe the same working hours.

3.2 Trainers in the regional training system

3.2.1 General features

According to regional legislation and Law 845/78, trainers may be:

- employees of regions
- employees of communes and provinces
- employees of private agencies subject to conventions.

There are no formal channels for access to these posts.

The situation is as follows as regards employment contracts (see section 4.2):

- in the case of trainers employed by regions, the local authority contract is applicable. They have a working week of 36 hours, including 18 hours of teaching and 18 free hours (for refresher training, deputising for colleagues, etc.). Trainers work for eleven months a year and their working hours and holidays are laid down by regional legislation on local authority employment contracts.
- In the case of trainers employed by communes, provinces and private agencies subject to conventions, the employment relationship is regulated by the vocational training contract which makes provision for a working week of 36 hours, including 22 hours of teaching and 14 free hours; timetables and holidays are specified in the contract.

All the regions have registers of vocational training workers employed both directly and under convention. The register means that these employees are in a kind of "protected market" as they cannot be made redundant, but may be moved if courses are not being run.

3.2.2 Structure of trainers' occupations

The most recent collective labour agreement (1989/91) specified, in addition to the occupation of trainer, the following occupations: sector coordinator, project coordinator, guidance worker, disabled integration worker.

Trainer. Trainers have the following tasks:

- diagnosing learning needs;
- taking part in formulating the educational objectives of a training scheme;
- adapting teaching curricula and methods and using them in the context in which the trainer is working;
- continuous assessment of the results obtained;
- participation in refresher training activities;
- participation in the planning of activities in order to define the overall training objectives to be achieved.

Sector coordinator. This occupation has three core areas: links with enterprise, coordinating teaching methods in the training sector in which the coordinator is working and promoting innovation.

Project coordinator. The task of these coordinators is to design innovative training schemes. Their main tasks are:

- to formulate projects and coordinate them when they are being put into practice;

- to supervise the financial aspects of projects;
- to forge links with local employment and vocational guidance services.

Guidance worker. These workers provide a link between schools, vocational training, the production system and the local area. In general, they work within the regional guidance service or at centres of particular local importance; they are aware of the dynamics of the production world, conduct research, process the data obtained and provide training and information back-up.

Disabled integration worker. Their task is to develop schemes intended to help the disabled to make social contact, to gain access to training and to find work.

3.3 Enterprise trainers

Workers employed in staff training in enterprise are the group that is most difficult to define, both in general quantitative terms and as regards their occupational tasks, since it includes de facto trainers as well as those with formal jobs.

3.3.1 General features

Most large enterprises (over 1,000 employees, whether public or private) use specialist personnel for training, including training for new recruits. These staff may come from:

- a company department (generally the personnel management department);
- an independent agency (even when this is part of a group); ELEA in the case of Olivetti, ISVOR in the case of Fiat and IFAP and IRI Management in the case of IRI.

In general, all large and medium-sized enterprises in the industrial and service sectors have training divisions for technical and vocational refresher training; within the service sector, the banking and insurance sector makes considerable use of training.

It would seem that technical and vocational refresher training is predominantly organised for manual workers and carried out by in-house divisions. Training for apprentices and training under employment-training contracts are significant examples of this type of training.

Training for executives and managers is organised by internal company divisions and carried out with the assistance of outside consultants.

Enterprise trainers are highly qualified (ISFOL, 1992); most have a degree, which was almost exclusively of a humanities type in the past, although there are now many people with scientific and technological degrees.

The average age is rather low and in the 30–40 age-group. This is therefore a young profession².

² These data are also borne out by the findings of an AIF (Associazione Italiana Formatori – Italian Trainers' Association) survey of its members.

3.3.2 Trainers' occupations

A 1989 CEDEFOP survey pinpoints the following occupations:

Training manager. This is an occupation that is explicitly found only in large enterprises in various production sectors. Tasks are of a strategic and relational nature, either with the outside world (in order to find human resources) or with other management areas within the enterprise.

Training organiser. This occupation took shape at a time when training activities within enterprises were growing and its task is to respond to the training demand, pinpointed by other people, in organisational terms. The organiser must identify training methods, time-scales and suppliers. The organiser provides a link between the training function and other functions within the enterprise.

Training designer. This occupation, whose occupational tasks are becoming more defined, is responsible for:

- identifying changes taking place in the production context and formulating occupational reference models;
- designing training paths in keeping with the objectives identified;
- assessing training paths by criteria of efficiency and efficacy.

Full-time classroom teacher. This is an occupation found largely in the service sector where technological and organisational change is constantly taking place. In the banking and insurance sector this type of training is continuing to grow and involves both the transmission of "consolidated" skills, in particular for new recruits, and vocational refresher training for existing staff. In both cases, trainers work as full-time teachers.

Part-time teacher. This is an occupation covering people:

- who have acquired high-level skills through experience; for instance, enterprise workers and technicians who have a substantial length of service in the enterprise and high-level technical and vocational skills that they have acquired from their experience in the enterprise;
- who have formally recognised skills, acquired through study and their own careers; for instance university lecturers, consultants and practitioners.

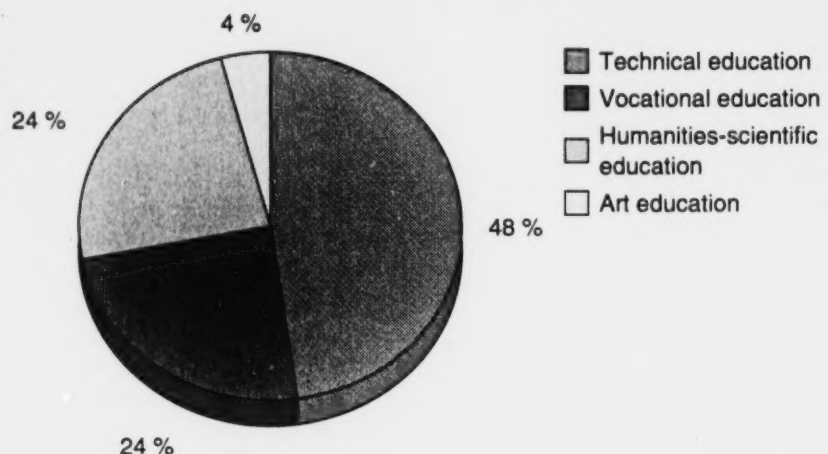
3.4 Statistics

Teachers in public education. In 1989/1990 there were 259,783 upper secondary education teachers. The following graph shows the distribution of these teachers by type of school.

Trainers in the regional system. There are some 20,000 such trainers (ISFOL, 1990) distributed in a ratio of 1:2 between public and convention-regulated management.

Enterprise trainers. An ISFOL estimate (ISFOL, 1990) gives a figure of 36,000 enterprise trainers; this figure increases to a total of 74,000 if trainers in the consultancy market are added.

Figure 3.1: Breakdown of upper secondary education teachers by type of school (Academic year 1989/90)
(Source: Eurydice & CEDEFOP)



4 Regulation of teachers and trainers

4.1 Teachers' working conditions

The task of teachers, as set out in Presidential Decree 417/74, is essentially to "pass on education" and to "help young people to participate in this process and to develop the human and critical aspects of their personality".

The law also provides for other activities, including:

- cultural and vocational refresher training;
- participation in meetings of teachers' bodies;
- participation in the conduct of educational initiatives in schools;
- links with pupils' parents;
- supervision and assessment of learning.

The structure and performance of teaching have been further specified in the light of the need for professional innovation set out in Presidential Decree 399/88. According to this Decree, teaching is structured around two main areas:

- teaching activities;
- activities connected with running of schools.

The first area includes actual subject teaching with an average workload of 18 hours per week (distributed over no less than five days) and all those activities connected with teaching (preparation of lessons, correction of exercises, periodic and final assessments, links with families, reports and examinations).

The second area includes activities connected with the running of schools, chiefly participation in teachers' bodies, formulation of curricula and participation in refresher training.

At least 80 hours per year must be set aside for activities connected with teaching. Up to 40 working hours per year must be set aside for the second area.

The pay of school personnel is regulated by the contract of employment.

The contract provides for 13 monthly pay instalments.

For instance, a graduate teacher in upper secondary education (source: UIL Scuola, 1994) with a length of service of 15 years receives a net monthly salary of LIT 2,060,000 (some ECU 646), plus an allowance of LIT 100,000 per annum (some ECU 52). This salary may vary slightly depending on the employee's family situation.

4.2 Regional trainers' working conditions

Most trainers (80%) have full-time employment contracts with a 36-hour working week, divided between teaching activities (an average of 22 hours per week) and supplementary activities.

Teaching activities are taken up almost entirely by initial courses (initial training for work) for pupils whose average age is between 15 and 20, who possess the lower secondary leaving certificate and who come, in any case, almost exclusively from school.

In addition to teaching, the other main activities include organising and coordinating teaching activities, organising links with families and pupils and links with enterprises and other social partners.

The following situation applies to the professional duties carried out. Under the collective labour agreement, trainers are graded in level 5 of this agreement; jobs are classified in two bands, band A and band B, which, although graded at the same level, differ in terms of duties carried out and pay levels.

Transition from one band to the other is possible only for trainers who possess high-level skills certified on the basis of the following criteria:

- educational and vocational qualifications;
- refresher trainer courses attended;
- teaching innovations introduced.

The contract of employment makes provision for 13 monthly pay instalments.

A trainer in band A with a length of service of 15 years receives a net monthly salary of LIT 1,764,000 (some ECU 992); a trainer with the same length of service in band B receives LIT 1,925,000 (some ECU 995) and a net monthly allowance of some LIT 100,000. Both salaries may vary slightly depending on the employee's family situation and any supplements that some regions may pay (for instance luncheon vouchers in Lombardy, refund of travel costs in Piedmont, etc.) (source: UIL Scuola, 1994).

4.3 Enterprise trainers' contractual conditions

As noted in previous chapters, the world of enterprise training, and of privately managed training, varies so greatly in terms of duties

carried out and contractual commitments that it is very difficult to give an exhaustive picture of current job situations.

A survey (ISFOL, 1992) conducted among 200 trainers employed in private agencies (Ancifap, Elea Olivetti, Isvor Fiat, etc.) in five regions (Piedmont, Lombardy, Emilia Romagna, Apulia, Lazio) shows that enterprise trainers are employed under the types of contract shown in the following table.

Table 4.1: Breakdown of enterprise trainers' forms of contract

Trainers' forms of contract	% Breakdown
Full-time	29.7
Part-time	42.6
Professional services	47.7
Total	100.0

In contrast to public and convention-regulated centres, much greater use is therefore made of part-time trainers and professional services. This situation can be explained by the very dynamic and innovative nature of the training offered by private centres which is aimed largely at a target group with a high standard of education (upper secondary school leavers and graduates). This is borne out by the types of course offered by private centres. Advanced postgraduate training accounts for 41% of courses at these centres. In most cases the grading levels of full-time trainers are closely linked to the collective agreements of the various sectors of production for which enterprise centres work.

Trainers are generally graded at employee level 5 or 6 of the collective agreement applicable to them and receive a net monthly salary of LIT 1,600,000 (ECU 827).

Training managers are graded at a much higher middle management level. In this case the net monthly salary is some LIT 3,500,000 (ECU 1809).

Finally, training managers in executive positions agree their own pay levels with the enterprise, depending on the type of work that they do (source: Isvor Fiat).

Almost all enterprise trainers and/or trainers in private centres work for more than 36 hours per week (ISFOL, 1992); working hours and the way in which these hours are structured vary depending on the terms of collective labour agreements.

5 Training programmes for trainers

5.1 The training of trainers in the three sectors analysed: problems and prospects

The Italian situation, where the training of trainers takes place in different institutional contexts (State, regions, training agencies, enterprises and schools) with no strategic coordination between the various partners involved, inevitably leads to a fragmentation of schemes and a disparity of situations which make it very difficult to identify conclusive trends. We shall attempt, however, to pinpoint the main trends shown by an analysis of current developments.

Measures to train trainers should be intended:

- to promote work on design rather than work on consolidated teaching activities;
- to overcome the traditional view of training seen in terms of "classrooms" and "courses" and move towards more dynamic methods (possibly multimedia) linked more closely with the reference environment for which the training is offered.

In the near future, the training of trainers should aim:

- to reduce the gap between the technical and behavioural aspects of training;
- to focus attention on the complex nature of scientific research and technological innovation in organisational contexts;
- to promote a culture placing more stress on problem-setting and problem-solving than on the provision of individual training products/solutions;
- to build up training-needs analysis and diagnosis abilities as well as dialogue between trainers and between trainers and reference contexts (training commissioners, designers, suppliers of hardware and software, etc.).

In schools, in particular, the training of teachers should place more emphasis on closer links with the working world.

The strategic importance of personnel training is evident. All the trends identified above point to training schemes for trainers that place more emphasis on:

- *design skills*, understood as the ability to operate in open and networked systems;
- *negotiation skills*, understood as the ability to work "with" other people, and not only "over" or "for" them;
- *transverse skills*, understood as the interaction between each person's individual skills, shaped by the role and tasks assigned to them, and the upgrading of these skills not just in terms of the individual but in terms of the team of teachers;
- *contextual skills*, understood as the ability to diagnose problems within a system and to find efficient solutions and answers.

To conclude with a metaphor, the training of trainers will increasingly be based, in the near future, on the ability to "navigate", i.e. by building up skills which make it possible for navigators to fathom their environment by relating themselves to other navigators and to find the correct route.

**5.2 A review of the
most significant
initiatives undertaken in
this area at Community,
national and regional
level**

Community initiatives on the training of trainers, like the initiatives promoted by national and regional organisations and institutions, have much in common with the training innovation policies discussed above.

Italian participation in Community programmes is intended to improve quality within the training system as a whole, from the point of view of both organisation and management. Trainers are central to this process of improvement and need to enhance their occupational skills if they are to perform their jobs efficiently.

While individual initiatives have their own specific and particular features, the focus of the training of trainers, in all the Community programmes (Comett, Horizon, Petra, Eurotecnet, Euroform, etc.), has gradually shifted towards teaching people to learn.

All these programmes, although aimed at particular target groups (trainers, teachers, SME managers, students), and the measures that they set out, show that the training of trainers, from the point of view of continuing learning, is an area of priority action intended to ensure high levels of innovation within the system as a whole.

Similar trends can also be seen from an examination of an experimental initiative that ISFOL is carrying out to develop a high-quality training system. The "Masters for European vocational training experts" project is an attempt to standardise the occupational skill levels of vocational training managers (in the regions, enterprises and other bodies) who plan, manage and evaluate training activities (see 9.2.1).

The training programme for designers, promoted by one of the most representative national training agencies, CNOS-FAP (Centro Nazionale Opere Salesiane - Formazione Aggiornamento Professionale) also seems to be of particular interest because of its repercussions on the regional training system (see 9.2.1).

The plans drawn up by the regional commission for vocational training of the Piedmont Region are also worth mentioning as they bear out the general trends prevailing in programmes of training for trainers. While teachers receive refresher training on scientific and technological subjects, the region has planned substantial increases in transverse project activities in the areas of design, guidance and new teaching methods.

The measures taken by the Emilia Romagna region for trainers employed by local authorities should also be mentioned. The aim of refresher training is to retrain workers in specialist occupational tasks such as those connected with the coordination of vocational training centres, training design, etc.

6 Initial training of trainers and teachers

6.1 Teachers' initial training, recruitment and career development

The complex nature of the training demand entails an urgent need to upgrade teachers' initial training. The lack of specific skills for the practice of the profession is one of the main features of this initial training.

The need for a knowledge of educational sciences, such as the psychology of learning, educational sociology, cultural anthropology and educational technologies, has only recently been perceived.

Law 341/90 on new university arrangements made some initial innovations. This law made provision, in particular, for the creation of a specific degree for primary teachers and a two-year postgraduate course for teachers in secondary education.

All aspects of teachers' recruitment and career induction are regulated by Law 270/1982.

Recruitment takes place through competitions in the form of examinations and evaluations of study qualifications and any academic, scientific and vocational qualifications.

The competition classes, by fields of knowledge, are in keeping with the candidate's cultural background (seen in terms of study qualifications).

This law, which modified the existing rules on competitions to recruit teachers, laid down a "training year" lasting a minimum of 180 days as "a supplement to the competition procedure and a probationary period prior to the permanent recruitment of competition winners".

Staff attending this course have, during the training year, to work in institutions and take part in specific training initiatives intended to improve their occupational skills. As the legislation stands at present, there does not seem to be a well-defined concept of teachers' careers, if this term is understood as the possibility of accumulating professional skills and moving up the hierarchical ladder, based on skills, during a career in the profession. As described in section 3.1, teaching is structured around three new occupational profiles.

6.2 Regional trainers' initial training, methods of access to the profession and career development

There are no formal channels for access to training posts. It should be borne in mind that up to a few years ago, Italy had no specific initial training path qualifying people to work as trainers. Under the reform of university teaching arrangements, the first educational science degree courses specialising in training have recently been established. These courses could provide initial training paths for trainers.

With the exception of the collective labour agreement, moreover, there has never been any regulation of the recruitment requirements and criteria for personnel employed in regional vocational training.

Staff are recruited if they are successful in individual interviews. No formal certification is needed for access to teaching posts and new recruits normally possess an upper secondary education certificate or, to a lesser extent, a degree.

The occupational profiles to be found in the regional system and in particular in the more complex training structures are: the trainer, the sector coordinator trainer, the trainer with guidance tasks, the disabled integration trainer. The profile of the trainer designer is not widespread or consolidated as yet, but some training agencies and regional commissions (see 9.2.1) are experimenting with in-service training paths and spheres of activity for this profile.

6.3 Analysis of contractual aspects of enterprise trainers

In the same way as for regional trainers, there are no formal channels for access to the profession of enterprise trainer. Nor is there a collective labour agreement recognising the specific nature of their tasks and protecting the practice of these tasks.

Enterprise trainers are therefore covered by the collective labour agreement applicable to the sector (for instance heavy engineering, chemicals, etc.) in which their employer company is located.

Work in training divisions is often combined with other tasks in the same organisational area or in other areas such as production, sales, etc.

Trainers have a very different occupational status in the banking sector: they are employees who are seconded, for a period of time, from their own division to carry out training work. They may also teach, possibly full-time, but for limited periods. The normal path, although alternating training and work, is to merge this function back into the original organisational area or, in the case of career advancement, to move on to a higher contractual grade.

6.4 Career histories

Federico Federico is a practical technical teacher of mechanical technology, drawing and machine work at a vocational school in northern Italy. After obtaining his upper secondary certificate in 1963, he was recruited to the school that year, following an interview with the headmaster (public competitions for recruitment did not exist in 1963).

He then specialised in the field of welding at the Italian Welding Institute in Genoa and has been involved with new technologies (numerical control machines, CAD, CAM, etc.) for 13 to 14 years.

He has organised a number of refresher training schemes for teachers throughout Italy. He also took part, on behalf of the Ministry of Education, in formulating teaching curricula and supervising teaching methods in an international cooperation project to set up two vocational schools in Mozambique.

At present, in addition to his normal teaching activity, he is the coordinator of a group of teachers involved in a PETRA project to develop teaching modules on new automation technologies.

He obtains job satisfaction from passing on new technologies to young people, thereby helping them to find work in industries in the area. He likes teaching *per se* and the opportunities that it offers him to widen his horizons through professional exchanges with teachers and trainers from other countries.

He is dissatisfied, however, with the way in which education is organised, especially as regards links between schools and work. He does not find his pay satisfactory: it does not take account of professional skills and the actual time devoted to activities.

He would like schools to have greater autonomy in their own areas and hopes that teachers' mobility can be reduced, as this creates problems, especially in technical subjects.

His advice to a young person wishing to start out on this career would be to assess, in addition to their own subject skills, their willingness to communicate with other young people and to find out about their needs and problems.

Giorgio Giorgio is responsible for research and development at a vocational training centre in Emilia Romagna. After graduating in philosophy and psychology in 1979, he taught initially at various state schools. In 1982, he joined the vocational training centre as a training coordinator (a post that he still occupies). At present he is responsible only for product and process innovations in this area.

In 1983-84 the R&D division conducted a research project to redefine organisational roles within the centre. This was the first important course, as it made it possible to try out ideas in the field. He then undertook other courses on specialist training (some 35 in total). He has also worked in other areas such as selection and, specifically, assessment of potential.

Formally, his working hours are the standard hours of a public employee; in practice, his hours break down as follows: from 0800 to 1500 every day, staying later some afternoons and, on rare occasions, working in the evening.

His contractual grade is as a managing instructor, with some perks: an annual productivity bonus and some travel allowances. Under the new contract he may become a chief manager: although he

would stay at the same grade, this should entail a substantial pay increase.

He gains job satisfaction from design, planning and process engineering. He is unhappy, however, with the many constraints placed upon him by the public authorities. In his opinion, current attempts to lay down procedures for processes are a hindrance. For instance, in the area of qualifications. Control of the training supply also raises problems: Emilia has some 300 agencies recognised by the region that are able to offer training. Of these, 21 are vocational training centres. The supply, although of high quality, then becomes fragmented and repetitive. There are plans, however, to reduce the number of vocational training centres.

His advice to a young person wishing to enter the world of training would be to take an introductory course on training and the training process (a training of trainers course). Then to invest in non-traditional courses, such as a practical course in enterprise or a period of work experience abroad. Investment in oneself is necessary because "in this way you may be able to discover something new about yourself".

Giuliano Giuliano is a trainer for a major consultancy group, for which he works as a method coordinator for psycho-social training schemes and as a course leader.

After graduating in sociology, he started work in the training sector in a private enterprise's training centre. He has never attended specific courses on training issues, but on allied areas: organisational analysis, task analysis, university seminars on teaching methods.

He gained his post in his present organisation after evaluation of his qualifications and skills, although not in a context of selection.

He works six to nine hours per day, but has no timetable constraints as he works as a professional practitioner.

He is satisfied, from the psychological point of view, with the "climate" of controlled risk and the lack of predetermined answers typical of consultancy work. Work with colleagues to find a shared solution also gives him satisfaction.

One reason for dissatisfaction lies in the fact that, in some circumstances, consultancy enterprises tend to view their work in a commercial way, making it necessary for their trainers to go along with clients' requests.

In general he would like two opportunities: to be able to work out his expectations about himself as a trainer with greater honesty and to be able to attempt to modify the way in which participants are involved in projects, making them more "committed".

His advice to a young person wishing to enter the training profession would in particular be to try their hand, before choosing a job, at group work, putting their mediation and negotiation abilities to the test and to undertake voluntary work. A feature of the work of a trainer is, in his opinion, to create one's future. All of this prior to a degree as a genuine training path: "this is a time to try out our personal capacities and, afterwards, to construct a career plan".

7 The continuing training of trainers

7.1 Regulations on the continuing training of teachers and trainers

Teachers in technical and vocational education. Refresher training takes priority as a method of adapting the practice of training to new cultural developments and promoting teachers' career advancement (Presidential Decree 399/88 and enacting circulars).

In-service training takes the form of a polycentric system of services and resources in which it is possible to become involved at various central and local levels of the system.

The Ministry of Education, after consulting trade-union organisations in this sector, has a policy-making role, identifying refresher training areas to be promoted and distributing the funds available to provinces.

The Ministry of Education puts forward, before the beginning of each academic year, a national refresher training plan for school personnel. It is implemented according to national or local schedules (regional, provincial, district, individual school boards).

In-service training is discussed by each school's board of teachers which is given a central position by legislation as regards the planning of training.

Provincial education offices (Provincial Directors of Education) play a key role in formulating and implementing the provincial refresher training plan, in managing funds (including the distribution of these funds to individual schools), in assessing procedures and in vital national links.

Refresher training accounts for a compulsory proportion of working hours of no less than 40 hours per year and must take place predominantly during the period when teachers have no teaching commitments (end of June to beginning of September).

In order to encourage staff to take part in activities outside their schools simultaneous with their teaching commitments, provision is made for partial or total exemption from teaching activities provided that this does not entail additional costs for the State.

Regional trainers. Workers in the regional vocational training system must take part in refresher training initiatives promoted by regions or by bodies, to which such initiatives are delegated by convention, after consulting trade-union organisations in this sector.

These initiatives are intended to retrain and upgrade trainers by teaching them new and higher-level professional skills, in keeping with the development of the system.

In their multi-annual plans, regions set out guidelines for refresher training that are put into practice in the region's annual plans.

Bodies regulated by convention may promote independent initiatives for the refresher training of their own staff through decentralised contracts.

Workers interested in refresher training and vocational retraining courses may be completely or partially exonerated from their normal duties, while retaining the legal and pay status that they have acquired.

Refresher training takes up a proportion of working hours totalling 280 hours per annum, some of which can be used for self-training activities.

Enterprise trainers. Participation in refresher training activities is regulated in this case by collective labour agreements, where these exist. Training is the area that is least regulated by collective agreements. A survey conducted by ISFOL shows that out of 1,270 sample enterprises in the industrial sector, only 87 make provision for training in their contractual agreements (ISFOL, 1988).

7.2 Types of refresher training for teachers and trainers

Teachers in technical and vocational education. In recent years, the Ministry of Education's national refresher training plan has paid most attention to the need to provide support for teaching innovations as regards both the organisation and the structure of technical and vocational education. The aim of refresher training in the first area has been to try out new subject areas within a specific study course; in the second area, the aim has been to try out completely new curriculum options modifying the final study qualifications normally related to the various curricula.

Refresher training initiatives promoted by the Directorate General for Technical Education have chiefly supported experiments with new study curricula; to a lesser extent, other initiatives have looked at disciplinary and psycho-educational topics.

Courses almost always take the form of a cycle of lessons, lectures and reports. When integrated methods are used, the cycle of lessons is often combined with seminars or laboratory work,

although the head-to-head approach still takes priority. Less traditional forms include refresher training using educational software and distance methods.

In the case of teachers in vocational education, refresher training has covered initiatives to back up the implementation of teaching and structural innovations.

From the point of view of subjects, considerable investment has been made in the refresher training of teachers of computing, seen both as a science and a teaching technology, in order to facilitate its subsequent inclusion in school curricula. Redeploying teachers of obsolete subjects (for instance teachers of shorthand and typing) and advanced training for teachers of subjects of major cultural value (Italian, mathematics, foreign languages, legal and economic subjects) have taken priority in refresher training plans. In addition to traditional methods, considerable use has been made of a new method, called the "micro-seminar". This is a short seminar course run in a limited geographical area (sub-regional) and of low cost.

Finally, traditional initiatives have been put together with distance learning and assisted self-training, again with the objective of raising teachers' method and subject skills. A very large number of teachers have attended refresher training; 1,235 teachers took part in these various activities in 1993 (Ministry of Education, 1994).

Regional trainers. The refresher training activities run for regional workers have largely tried to achieve two different objectives: upgrading teaching skills (method and subject) and the acquisition of new job skills in keeping with the division of trainers' jobs into specialist profiles (trainer designers, trainer coordinators, sector coordinators, etc.).

The first type of refresher training has focused on topics such as innovative teaching methods and strategies, new teaching technologies, subject knowledge and the educational components of training.

The second type of course has related largely to the following occupational profiles: training designers, guidance workers, tutors, sector coordinators.

Refresher training is normally organised as a residential seminar or as a short cycle of lessons and lectures alternating with laboratory and experimental work.

Distance and open learning methods are alternatives to traditional schemes and are being used by an increasing number of trainers.

Enterprise trainers. For the reasons discussed in the preceding paragraph, it is impossible to examine the supply of continuing training for this kind of trainer. Reference should therefore be

made to section 9.2 for a description of some significant initiatives in this area.

7.3 Catalogues of the supply of continuing training

The only written catalogues of the supply of refresher training that are aimed at and/or can be used by teachers and trainers are produced by BDP – Biblioteca di Documentazione Pedagogica – Educational Documentation Library (Via M. Buonarroti 10, 50122 Florence, Tel. 39 55/24 28 84 – 24 29 32 – 24 11 87) – for teachers, and by ISFOL (Via G. B. Morgagni 33, 00161 Rome – Tel. 396 44 59 01) for trainers.

The BDP's institutional aims also include the circulation of information on schools' output (innovative projects, in-service training provided, documentation on activities carried out) and what is of use to schools among its own products, that are listed and can be consulted at any time.

The archive "*Dalla scuola alla scuola. L'informazione come risorsa*" (From school to school, information as a resource) was commissioned by the Ministry of Education and has been set up with cooperation between this Ministry and BDP; its main objective is to provide school workers with documentation as a resource for their own work.

Surveys have been conducted both on experimental activities launched in Italy and on refresher training and in-service training initiatives decided by teachers' boards.

The guide summarises quantitative data relating to:

- teachers' boards and refresher training initiatives decided for each type and level of education;
- refresher training content, methods and levels of specialisation;
- suppliers (agencies and associations) working in the area of refresher training for teachers.

The ISFOL guide "*Istituti di formazione in Italia e in Europa. Rilevazione 1989*" (Training institutes in Italy and Europe. 1989 Survey) is a documentation facility for workers in this sector, providing information on:

- institutions and bodies working in the area of vocational training;
- training information centres;
- training and specialist consultancy centres;
- main areas tackled (management training, training of trainers, training for the industrial sector, etc.) by the institutions and bodies surveyed.

244 Italian training agencies working at national, regional and sub-regional level are included.

7.4 Computerised information services

Databases on education and training are a recent development in Italy; in most cases they are still being set up and are consulted by a relatively small public of "employees".

The ISFOL guide to training institutes in Italy (ISFOL, 1988) shows that only 24% of the institutions listed are connected to databases.

There is, however, a great deal of interest: "the extent to which databases on training are considered to have close links with employment dynamics, as regards teachers' refresher training and redeployment and specific policies relating to the world of initial and advanced education, is continuing to grow" (Palomba and Bertin, 1993).

In Italy the largest producer and supplier of databanks on education is BDP, which is taking part in the Community Eurydice project and uses the Eudised Thesaurus for indexing and description of the material to be listed.

Computerised information services also provide information on:

- school legislation and regulations;
- refresher training courses for teachers;
- information provided by databanks in the educational sector, produced both by BDP and other suppliers;
- teaching experiments and experimental training projects carried out in schools of all types and grades.

The service using Videotel technology (offered by the Italian telecommunications company) is able to provide an interactive connection between any school (which has the appropriate equipment) and BDP, which works in close contact with the IRRSAEs and CEDE - Centro europeo dell'educazione (European education centre), Villa Falconieri, 00044 Frascati, Rome.

Other national public institutions are also suppliers of user-accessible information services. These include ISFOL's Orfeo, which uses the ITAPAC (TELECOM) network to distribute information on the following seven computerised databases:

- *Arlex*, a compilation of State and regional legislation and regulations on vocational training;
- *Corsi*, containing details of vocational training courses taken from annual regional plans;
- *Documentazione*, a compilation of bibliographical information on training and guidance in Italy, using descriptors taken from CEDEFOP's multilingual thesaurus;
- *Istituti di formazione*, listing Italian and European institutions involved with vocational training;
- *Mediateca*, a compilation of information on audiovisual education and training programmes and on how and where to find them;
- *Orientamento*, providing information on all the guidance services administered by the Ministries of Labour and Social Security, Education, the Interior and Universities and Scientific Research, local authorities (regions, provinces, etc.) and private associations;

- *Ricerca sulla formazione professionale*, is a database listing research on aspects of vocational training funded by the Ministry of Labour and Social Security (Law 845/78).

Parallel to the *Orfeo* system, a national telematic network, has already been in operation for some years for the distance refresher training of regional trainers. The FORTEL system on the ITAPAC network is used to distribute and manage courseware.

ISFOL intends to extend its existing teaching software library of ten packages, that have been designed and evaluated according to educational and technological research standards (ISFOL, 1994), in order to implement experimental in-service training activities for workers.

The courseware stored and available on the network includes: The computer in education and the CBT; Training design; Guide to teaching methods; Learning methods; Assessment; Trainers' agenda; Self-diagnosis for trainers; Quality in training; Arianna/Statistics 1; Dedalo/Statistics 2.

Some regions also have databanks offering a view of their local situation.

8 Associations, organisations and resource centres involved with the training of trainers

This chapter lists a number of institutions active in the training of trainers at national level, divided into:

- associations
- national organisations
- resource and information centres.

These institutions have been divided up by legal status.

The first list includes institutions operating as associations; the second list includes national vocational training bodies recognised as such by Law 40/1985; the third list includes a number of centres (companies, consortia, public-law organisations) that include information and training for trainers among their aims.

This division does not mean that the types of activity promoted – whether these relate to the management of training, the promotion of innovative initiatives, vocational refresher training, etc. – may not be common to the three lists.

The list is obviously not exhaustive.

8.1 List of associations

**Entrepreneurial
associations**

ASSEFOR (Associazione delle Camere di commercio per la
formazione e i servizi alle piccole e medie imprese)
Via Faenza, 109
50123 Florence

ASSOCIAZIONE SINDACALE INTERSIND
Via C. Colombo, 98
00147 Rome

CENASAC (Centro nazionale assistenza e sviluppo associazio-
nismo e cooperazione in agricoltura)
Corso Vittorio Emanuele, 101
00186 Rome

CONFAPI (Confederazione italiana della piccola e media industria)
Via della Colonna Antonina, 52
00186 Rome

CONFINDUSTRIA (Confederazione generale dell'industria italiana)
Viale dell'Astronomia, 30
00144 Rome

ECIPA (Ente confederale istruzione professionale artigianato)
Via Umbria, 7
00187 Rome

ENFAPI - SISTEMI FORMATIVI CONFINDUSTRIA
Viale Pasteur, 6
00144 Rome

FOR.TER/CONFCOMMERCIO (Ente nazionale per la promozione
culturale e la formazione professionale nel terziario)
Via Luigi Masci, 7
00153 Rome

INECOOP (Istituto nazionale per l'educazione cooperativa)
Via Gramsci, 14
00197 Rome

INFORCOOP (Istituto nazionale di formazione cooperativa)
Via G. Tomasetti, 12
00161 Rome

SCUOLA CENTRALE DEL CREDITO COOPERATIVO
Via M. d'Azeglio, 33
00184 Rome

**Trade union
associations**

IRES-CGIL (Istituto di ricerche economiche e sociali)
Via di S. Teresa, 23
00198 Rome

Employers' and trade union associations FORMEDIL (Ente nazionale per la formazione professionale in edilizia)
Via Guattani, 16
00161 Rome

Private associations AIF (Associazione Italiana Formatori)
Via V. Monti, 4
20123 Milan

ASSOCIAZIONE CENTRO ELIS
Via L. Fortis, 5
00159 Rome

CIFDA (Consorzio interregionale formazione divulgatori agricoli)
Borgo Cioffi
84025 Eboli (SA)

CIPA-AT (Centro istruzione professionale agricola e assistenza tecnica)
Via M. Fortuny, 20
00196 Rome

EISS (Ente italiano di servizio sociale)
Via Colossi, 50
00146 Rome

ENIPG (Ente nazionale istruzione professionale grafica)
Via Oslavia, 50
00195 Rome

INTERCULTURA
Piazza San Pantaleo, 3
00186 Rome

IRCOF (Istituto di ricerca sulla comunicazione, l'orientamento e la formazione)
Via Monte Zebio, 28
00195 Rome

SCUOLA PER LA FORMAZIONE DI EDUCATORI PROFESSIONALI
Via Don Giulio Facibeni, 13
50141 Florence

SCUOLA SUPERIORE "G. REISS ROMOLI"
Strada prov. le di Coppito Km 0,300
67010 Coppito (AQ)

SPEGEA (Scuola di perfezionamento in gestione aziendale)
Tecnopolis, strada prov. le Valenzano Casamassima
70010 Valenzano (BA)

**B.2 National vocational
training bodies**

ACIST (Associazione corsi istruzione specializzazione tecnica)
Viale Liguria, 26
20143 Milan

AECA (Associazione emilana centri autonomi)
Via G. Matteotti, 25
40128 Bologna

ANAP (Associazione nazionale addestramento professionale)
Via Florida, 20
00186 Rome

ANAPIA (Associazione nazionale addestramento professionale
industria e agricoltura)
Via A. Toscani, 78
00152 Rome

ANFFAS (Associazione nazionale famiglie di fanciulli e adulti
subnormali)
Via L. Rasi, 14
40127 Bologna

APICOLF
Via Casale S. Pio V, 20
00165 Rome

CASA DI CARITA' ARTE E MESTIERI
Corso B. Brin, 26
10149 Torino

CEFME (Centro formazione maestranze edili di Roma e Provincia)
Via Tarvisio, 1
00198 Rome

CENASCA (Centro nazionale sviluppo cooperazione e autogestione)
Via Boncompagni, 19
00187 Rome

CFP DON CALABRIA
Via G. B. Soria, 13
00168 Rome

CIF (Centro italiano femminile)
Via C. Zucchi, 25
00165 Rome

CIPA-AT
Via M. Fortuny, 20
00196 Rome

CIOFS-FP (Centro italiano opere femminili salesiane)
Via S. Saba, 14
00100 Rome

CNIPA

Corso Stamira, 49
60100 Ancona

CNOS-FAP (Centro nazionale opere salesiane)

Via Appia Antica, 78
00179 Rome

ECIPA

Via S. Prassede, 21
00184 Rome

EISS (Ente italiano di servizio sociale)

Via Colossi, 50
00146 Rome

ELFAP

Via Vespri Siciliani, 86
20146 Milan

ELIS

Via L. Fortis, 5
00159 Rome

ENAIIP (Ente nazionale Acli istruzione professionale)

Via G. Marcora, 18/20
00153 Rome

ENAP (Ente nazionale addestramento professionale)

Via Gregorio VII, 132
00182 Rome

ENAP DON ORIONE

Via Etruria, 6
00183 Rome

ENFAL

Piazza Daniele Sauli, 1
00154 Rome

ENFAP (Ente nazionale formazione addestramento professionale)

Via Nizza, 45
00198 Rome

ENFAPI

Via dell'Astronomia, 30
00144 Rome

ENGIM CENTRO S. PAOLO

Via T. C. Onesti, 5
00146 Rome

ENIPG
Via Oslavia, 50
00195 Rome

EUROLINGUE
Viale Vaticano, 44
00165 Rome

FORES (Istituto formazione e ricerche economiche e sociali)
Via Emilei, 11
37121 Verona

FICIAP (Federazione italiana centri formazione addestramento
professionale)
Via Napoleone III, 58/3
00185 Rome

FONDAZIONE "LUIGI CLERICI"
Piazza S. Giorgio, 2
20123 Milan

IAL-CISL (Istituto addestramento lavoratori)
Viale Gorizia, 53
00198 Rome

INECOOP (Istituto nazionale per l'educazione cooperativa)
Via Gramsci, 14
00197 Rome

INFORCOOP (Istituto nazionale di formazione cooperativa)
Via G. Tomasetti, 12
00161 Rome

INIPA (Istituto nazionale istruzione professionale agricola)
Via XXIV Maggio, 43
00187 Rome

IRPEOS
Piazza Marucchi, 5
00162 Rome

ISTITUTO CANOSSIANE
Via della Stazione di Ottavia
00135 Rome

ISTITUTO "FERNANDO SANTI"
Piazza del Fante, 10
00195 Rome

ISTITUTO S. GIROLAMO EMILIANI
Via Ruffelli, 14
00040 Ariccia

**8.3 List of resource and
Information centres**

ARIELE

C. so Porta Nuova, 22
20121 Milan

ARIPS (Formazione, interventi, ricerche di psicosociologia e
psicologia di comunità)
Via Brescia, 6
25080 Molinetto di Mazzano

CONSULBANK srl
Via Amedei, 15
20123 Milan

CSEA (Consorzio per lo sviluppo dell'elettronica e l'automazione)
Via Ventimiglia, 201
10127 Torino

CSEI (Centro studi di economia applicata all'ingegneria)
Via Japigia, 182
70126 Bari

CUOA (Consorzio universitario per gli studi di organizzazione
aziendale)
Villa Valmarana Morosini
36077 Altavilla Vicentina (VI)

DIDACOMP Srl
Nuova zona industriale della Media Val Pescara
65020 Alanno Scalo (PE)

DIDA-EL Srl
Via Lamarmora, 3
10122 Milan

DIOIKEMA Srl Centro servizi per l'educazione e la formazione
Palazzo Isolani, Via S. Stefano, 16
40125 Bologna

ELEA Olivetti
Via Nuova, 21
10010 Burolo (TO)

ENEL (Ente nazionale per l'energia elettrica)
Via G. B. Martini, 3
00198 Rome

FAST (Federazione delle associazioni scientifiche e tecniche)
Piazzale R. Morandi, 2
20121 Milan

FOIST (Fondazione per lo sviluppo e la diffusione dell'istruzione e
della cultura scientifica e tecnica)

Piazzale R. Morandi, 2
20121 Milan

IAFE (Istituto di aggiornamento e formazione Eni)
Via B. Buoizzi, 14
00040 Castelgandolfo (Rome)

IFAP-IRI (Istituto di ricerche e formazione di direzione aziendale
del gruppo Iri)
Via Piemonte, 60
00187 Rome

IPSOA (Scuola d'impresa)
Milanofiori Strada 3 palazzo B5
20090 Assago (Milan)

ISMO Srl (Interventi e studi multidisciplinari nelle organizzazioni)
Piazza S. Ambrogio, 16
20123 Milan

ISPER Srl (Istituto per la direzione del personale)
Corso Dante, 122
10126 Torino

ISTAO (Istituto "Adriano Olivetti" di studio per la gestione
dell'economia e delle aziende)
Villa Beer
Via delle Grazie, 67
60128 Ancona

ISTITUTO PER L'ALTA FORMAZIONE
Via L. Serra
00100 Rome

ISTITUTO "PIERO PIRELLI"
Viale F. Testi, 223
20162 Milan

ISTITUTO "GUGLIELMO TAGLIACARNE"
Via Appia Pignatelli, 62
00178 Rome

ISTUD Spa (Istituto studi direzionali)
Via Mazzini, 127
28040 Belgirate (NO)

ISVOR FIAT Spa (Società di sviluppo e addestramento industriale)
Corso Dante, 103
10126 Torino

PRATEO (Ricerca, progettazione e sviluppo) Srl
Via F. Paulucci De Calboli, 9
00195 Rome

RSO (Ricerche e studi sull'organizzazione) Spa
Via Leopardi, 1
20213 Milan

S3
Via P. da Palestrina, 48
00193 Rome

SCUOLA SUPERIORE DELLA PUBBLICA AMMINISTRA-
ZIONE
Via dei Robilant, 11
00196 Rome

SCUOLA SUPERIORE "ENRICO MATTEI"-ENI
Via S. Sofia, 27
20122 Milan

SINEXION (Progetti multimediali di formazione)
Via Napoli, 65
00184 Rome

SISTEM FORM (Sistemi Integrati per la Formazione e lo Sviluppo
Internazionale)
Via Paisiello, 49
00197 Rome

SPO (Scuola di Psicosociologia dell'Organizzazione)
P.zza S. Ambrogio, 16
20123 Milan / Via Alessandria, 199
00100 Rome

STUDIO APS
Corso Vercelli, 58
20145 Milan

STUDIO META E ASSOCIATI
Via Saragozza, 33
40100 Bologna

STUDIO-STAFF Srl (Consulenza di direzione e organizzazione)
Via di S. Erasmo, 12
00184 Rome

STUDIO TIVA (Studi e ricerche psicosociali del lavoro e delle
organizzazioni)
Via C. Mirabello, 34
00100 Rome

TEAM srl
Via Interiano, 1
16100 Genova / V.le Trento Trieste, 27a
31100 Treviso

9 The continuing training supply

9.1 Organisations and institutions working in the sector

For teachers in technical and vocational education, the main promoters of refresher training are the Directorates-General of the Ministry of Education, Provincial Directors of Education and the IRRSAE (regional institutes for educational research, innovation and in-service training).

Teachers' professional associations are also very active: the main associations operating at national level are: CIDI (Centro di iniziativa democratica degli insegnanti), FNISM (Federazione nazionale insegnanti scuola media), MCE (Movimento di cooperazione educativa), OPPI (Organizzazione per la preparazione professionale degli insegnanti) and UCIIM (Unione Cattolica italiana insegnanti medi), all of which have their central offices in Rome, apart from OPPI which has offices in Milan.

The Ministry of Labour and Social Security promotes schemes of an experimental type for the refresher training of trainers, whether in the regional vocational training system or the business system. Under Law 845/78, regions have the institutional responsibility for promoting and implementing in-service training.

A vast range of organisations offer private training. The continuing training activities that they promote can be grouped under two main headings: training provided by bodies for their own employees and training provided by particular bodies that are authorised and set up specifically to provide for the training needs of bodies. These include a growing number of trade associations (AIF, Confindustria, Confcommercio, etc.) and business organisations (Isvor Fiat, Elea Olivetti, etc.).

9.2 Examples of training for trainers

9.2.1 Examples of training for trainers focusing on educational science

Project title: PFF - Training for trainers programme 1994

<i>Organisation:</i>	Associazione Italiana Formatori (AIF), Rome.
<i>Target group:</i>	Anyone who has recently started work as a trainer in private or public organisations.
<i>Course date(s):</i>	1994-1995
<i>Purpose:</i>	To develop trainers' abilities to interact with the various partners involved in training in organisations and with the socio-institutional context; to acquire information, skills and methods of analysis, design and management of training within organisational contexts.
<i>Description of the project:</i>	The programme is structured as eight separate modules, each lasting 3-5 days, totalling 31 days. The topics covered are: <i>Classroom and group relationships, Comprehending organisations, Developing human resources, Learning in organisational contexts, Designing and assessing learning, Finding out about educational technologies, Communication for training, Formulating a code of conduct for trainers.</i>

Project title: Training programme for training design coordinators

<i>Organisation:</i>	Centro nazionale opere salesiane. Formazione Aggiornamento Professionale (CNOS-FAP – National Centre for Salesian Works – Vocational Refresher Training), Rome.
<i>Target group:</i>	Trainers in the system of regional vocational training run under convention.
<i>Course date(s):</i>	1992/93 – 1993/94 (two-year course)
<i>Purpose:</i>	To prepare trainers to carry out the specific tasks involved in coordinating training design work.
<i>Description of the project:</i>	The course, lasting two years, includes 400 hours of training divided between course work, assisted practical exercises and supervised learning. The programme has the objective of developing skills relating to the analysis of training needs from a design point of view.

Project title: Teaching design – refresher training course on teaching design

<i>Organisation:</i>	Ministry of Education. Directorate-General of Vocational Education, Rome.
<i>Target group:</i>	Upper secondary education teachers.
<i>Course date(s):</i>	1993
<i>Purpose:</i>	To acquire skills in designing teaching methods and planning curricula.
<i>Description of the project:</i>	This refresher training course for teachers in vocational education has used a wide range of training strategies, including distance learning and seminar methods, for people who continue to work. The IRRSAE of Tuscany has supervised the coordination of the refresher training programme with help from the Department of Educational Sciences of "La Sapienza" University in Rome for the actual conduct of the course.

9.2.2 Examples of training for trainers linked to specific sectors

Project title: Learning to teach

<i>Organisation:</i>	FS (State Railways).
<i>Sector:</i>	Transport
<i>Target group:</i>	Technicians with specialist railway or management skills appointed to help with design or to work as <i>part-time instructors</i> ; <i>full-time instructors</i> in FS vocational schools; personnel of the division and schools appointed as <i>full-time trainers</i> .
<i>Course date(s):</i>	1993–1994
<i>Purpose:</i>	To upgrade "institutional" training schemes (technical training and refresher training) and training commissioned by or agreed with FS sectors,

Description of the project:

companies and directorates by disseminating and developing a training system and related methods and skills, in the various stages of the training process.

The project is intended to transfer skills and knowledge through the use of a particular training model, in keeping with the organisation of FS, based on task management abilities and on abilities relating to communication strategies and relationships between teachers and pupils.

A three-day seminar is provided for instructors (full-time and part-time) on "Communication and relationship skills", which tackles topics relating to needs analysis, classroom management and managing problems in a group.

Two three-day seminars are provided for trainers. The first, "Communication and relationship skills", relates to strategies for goal formulation, representation of knowledge, efficient communication as well as the promotion of learning to learn, management of conflict in a group and the development of problem-setting and problem-solving abilities. The second seminar, "Assessment skills", tackles problems and methods for the evaluation of results in terms of activities, cognitive skills, self-awareness and job awareness.

Project title: Employment-training contracts-coordination and management of related training activities

Organisation: Staff Training Centre of the Casse di Risparmio Italiane (Fopecri), Rome.

Sector: Banking

Target group: Training officers or people responsible for coordinating the recruitment of young people under employment-training contracts within the personnel divisions of banks and credit institutions.

Course date(s): Ongoing training – annual course

Purpose: To acquire skills and abilities in the use of employment-training contracts in a way which is in keeping with the duties and operating structures of associate institutes; in particular, to impart methods for designing and managing work induction processes as well as some organisational aspects linked to the administration of these contracts.

Description of the project:

The seminar, lasting two and a half days, looks at the following topics: integration paths for the acquisition of occupational skills as regards forecasts of qualitative and quantitative needs of various trades; characteristics of training modules

for this type of recruitment; criteria and methods of assessing learning; contractual models for recruitment and aspects of the evaluation of work for transition to normal recruitment; review of training activities.

Project title: European masters degree for vocational training officers and experts

-
- Organisation(s):* ISFOL (Istituto per lo Sviluppo della Formazione Professionale dei Lavoratori – Institute for the Development of Workers' Vocational Training) and the University of Bologna – Department of Educational Sciences.
- Sector:* Public Administration.
- Target group:* Officers of regional authorities and vocational training organisations.
- Course date(s):* Course design: 1993; conduct of phase I: 1994/95; conduct of phase II: 1995/96.
- Purpose:* To improve the ability to plan and supervise vocational training activities in a regional context.
- Project description:* The project is the result of a CEDEFOP initiative. The Masters programme is structured as two years of training and is designed for civil servants working for regional vocational training commissions and training organisations. The first year (40 days of training) includes periods of self-training alternating with classroom seminar activities. Training focuses on topics such as: regional socio-economic development; the organisation of vocational training in a European and national context; methods of planning and assessing regional training plans. The second year focuses on specific skills that the participants have selected at the beginning of the course.

9.2.3 Examples of training for trainers for specific groups

Project title: Training in diversity

-
- Organisation:* Comunità Capodarco, Rome
- Target group:* Teachers, trainers.
- Course date(s):* 1994
- Purpose:* To provide participants with the skills needed for overall design work structured in a way which is in keeping with social needs. The course is intended to provide the foundations needed for the rational use of individual and collective skills available within social structures and for the development of direct-contact skills using efficient practices and methods, based on an individual and social awareness of "diversity".

Project description: The course, lasting 6 days, makes it possible to find out about marginalisation by comparing, through an active and participative method, one's own way of thinking, working with "different" ways (handicapped people, young people with problems, drug addicts). The following topics are dealt with: *I and the others*, *Between observation and limits* (experiences of limits), *Assistance relationships*, *The group and the team* (constituents, tasks and functions, group dynamics), *Services and territory* ("network" work, with a visit to the Community's services and cooperatives), *Design and policy* (socio-political meaning of "networks", in-the-field projects).

Project title: Practical research into educational and psychological methods for the training of disadvantaged and marginalised adolescents and young people

Organisation: ELFAP (Ente Lombardo Formazione Aggiornamento Professionale - Lombardy Vocational Refresher Training Agency), in cooperation with the Centro Italiano Opere Femminili Salesiane (CIOFS) of Reggio Calabria. Horizon project.

Target groups: Trainers engaged in training for disadvantaged and marginalised young people.

Course date: 1994

Purpose: To build up occupational skills and acquire new operational abilities in remotivating people for whom social and occupational integration raises problems.

Project description: The project includes training paths, at regional, national and transnational level, intended to provide people with relationship, organisational and management skills so that they can help young people with problems to gain a fresh motivation to learn. The length of each path, organised in the form of study seminars and supervised experimentation, includes a commitment to 10 training days, alternating with national and transnational meetings for comparisons, transfers and evaluations of the experience and skills acquired.

Project title: Growing together/training project

Organisation: Training School of the Italian Solidarity Centre (CEIS), Rome.

Target groups: Trainers and workers operating plans to rehabilitate disadvantaged young people (drug addicts, alcoholics, etc.).

Course date: 1993

Purpose: This training scheme is part of a broader local scheme (Valle Roveto Mountain Community) having the following aims: conduct of a fact-finding survey of the circumstances of young people, adolescents and children, establishment of a centre for the analysis of the youth situation; establishment of an advisory service for adolescent and drug use problems, establishment of a communication and guidance workshop; conduct of preventive information campaigns. This scheme is therefore intended to train operators in appropriate local-level training and information techniques.

Project description: The course is structured as four residential modules each lasting 25 hours. The first module looks at topics relating to young people's problems. The second focuses specifically on forms of dependency as a symptom of disadvantage (in particular alcoholism and drug dependency). The third module looks at the possibility of preventive action through information and training. The fourth module looks at the skills needed for efficient work with the disadvantaged (empathy and listening, active training techniques, group management, assessment of preventive projects). Course methods include the use of workshops, enabling participants to try out the methods and techniques discussed.

List of abbreviations used

AIF	Associazione Italiana Formatori – Italian Trainers' Association
BDP	Biblioteca di Documentazione Pedagogica – Educational Documentation Library
CEDE	Centro Europeo dell'Educazione – European Education Centre
CFP	Centro di Formazione Professionale – Vocational Training Centre
CGIL	Confederazione Generale Italiana del Lavoro – Italian General Labour Confederation
CISL	Confederazione Italiana Sindacati Lavoratori – Italian Confederation of Workers' Trade Unions
IRRSAE	Istituto Regionale Ricerca Studio Aggiornamento Educativo – Regional Institute for Educational Research, Innovation and In-service Training
ISFOL	Istituto per la Formazione dei Lavoratori – Workers' Training Institute
ILO	International Labour Organisation
UIL	Unione Italiana del Lavoro – Italian Labour Union

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Ireland

1 Introduction The purpose of this book is to provide information on the training of trainers in Ireland. This book aims to give an up to-date description of the current training of trainers, instructors and teachers who are involved in initial vocational training and education.

The vocational training & education system In Ireland the primary responsibility for vocational training and education comes under the Department of Education and the Department of Labour. The Departments of Health, Agriculture and Marine are responsible for vocational training in their own sector. The Department of the Gaeltacht exercises a co-ordinating role over training in Irish-speaking areas. Under the Department of Education vocational training and education is conducted in vocational schools, secondary level schools, in higher education colleges and in a variety of locations for early school leavers and adults.

The Department of Education co-operates with the Department of Labour through F.A.S. (The National Training and Employment Authority) on a range of activities. These include Apprenticeship and Youthreach. The Youthreach programme is a joint initiative between the Departments of Education and Labour aimed at early school leavers who have left school without qualifications. The Department of Education also collaborates with C.E.R.T. (The State Tourism Training Agency) to provide a wide range of vocational training programmes for the hotel, catering and tourism industry.

Vocational qualifications The huge increase in the provision of vocational training and education in recent years has created the need for a change in the qualifications awarded to successful participants. Changed socio-economic conditions and new requirements in industry and commerce, as well as the emergence of new technologies have led to a re-evaluation of existing qualifications. This identified the need to improve access to qualifications, use standards-led approaches and the need to harmonise and recognise qualifications with the member states of the E.U.

The National Council for Vocational Awards (N.C.V.A.) established in 1992 is developing a national certification system for vocational training programmes at secondary level. The N.C.V.A. includes representatives from education, F.A.S., CERT, Employer and Trade Union representatives, reflecting the need to involve these interests in course development and validation.

F.A.S. has also introduced a new standards-based apprenticeship system to cover 25 trades. Using an integrated curriculum of

education and practice, the system requires course collaboration between education and employers to ensure successful delivery.

Trainer development The major developments in training of trainers have been provided by the Department of Education and by F.A.S. Teacher training at secondary level has mostly been provided by the universities. However, the accelerated increase of vocational preparation and training programmes, especially in the non traditional occupational areas, has required an increasing number of their teachers having to be trained outside of universities. There is a recognised need to establish consistency in the area of qualification requirements and to establish a framework of qualifications for teachers and support programmes.

The Department of Education provides a training of trainers programme in New Technology and the Management of New Technologies. These are to enable participants to update their skills and knowledge and upgrade staff qualifications. There are four strands: master degree, technology degree, short course strand and higher degree strand.

F.A.S., which has 672 full time vocational trainers initiated a Train the Trainer Open/Distance Learning Programme for its trainers. The Foundation Level is certified by St. Patrick's University College, Maynooth whilst the certificate and Diploma in Training and Education are certified by University College Galway. Over 700 trainers from industry, the public sector and education have undertaken the Foundation Level whilst 20% of the participants on the certificate and diploma level are also from these sectors.

Training & education Current labour market research in Ireland indicates that those who leave school with few or very poor qualifications and who do not subsequently undergo pre-vocational or vocational training are at a great disadvantage in the jobs market. E.U. policy takes the view that co-operation between education and training is the best approach to take, in order to meet the needs for higher skills and qualifications.

Whilst there have been some assumptions held about the differences between education and training, trainers and teachers, the authors of this guide have included all those trainers and educators who cover theory and practice:

- meeting the needs of the learners
- preparing them for a career or job later in life
- providing learners with both theoretical study and practical skills training

Considering the important role of vocational training and education, a databank of trainers, instructors and teachers is very necessary as they are the key resources in delivering vocational training.

Conclusion This book provides details of the growing number of Train the Trainer courses and trainer qualifications now available in Ireland. This will enable greater networking between trainers.

The overall aims of the European Directory of Training of Trainers is to provide a complete picture for the E.U. regarding the training of trainers. This is to encourage transnationality, mobility of trainers to assist political decision makers and promote exchange of information between training institutions for trainers.

In Ireland, we need to continue co-operation between the training and education fields, encourage mobility of trainers and teachers in the vocational training and education area in order to produce a flexible and adaptable workforce. Teamwork between training and education is in the interests of pre-employment and unemployed youth. Hopefully this guide will enable more contacts to be made between trainers, teachers, training and educational bodies so that a co-ordinated approach for the advancement of vocational training in Ireland is achieved.

2 Initial vocational training

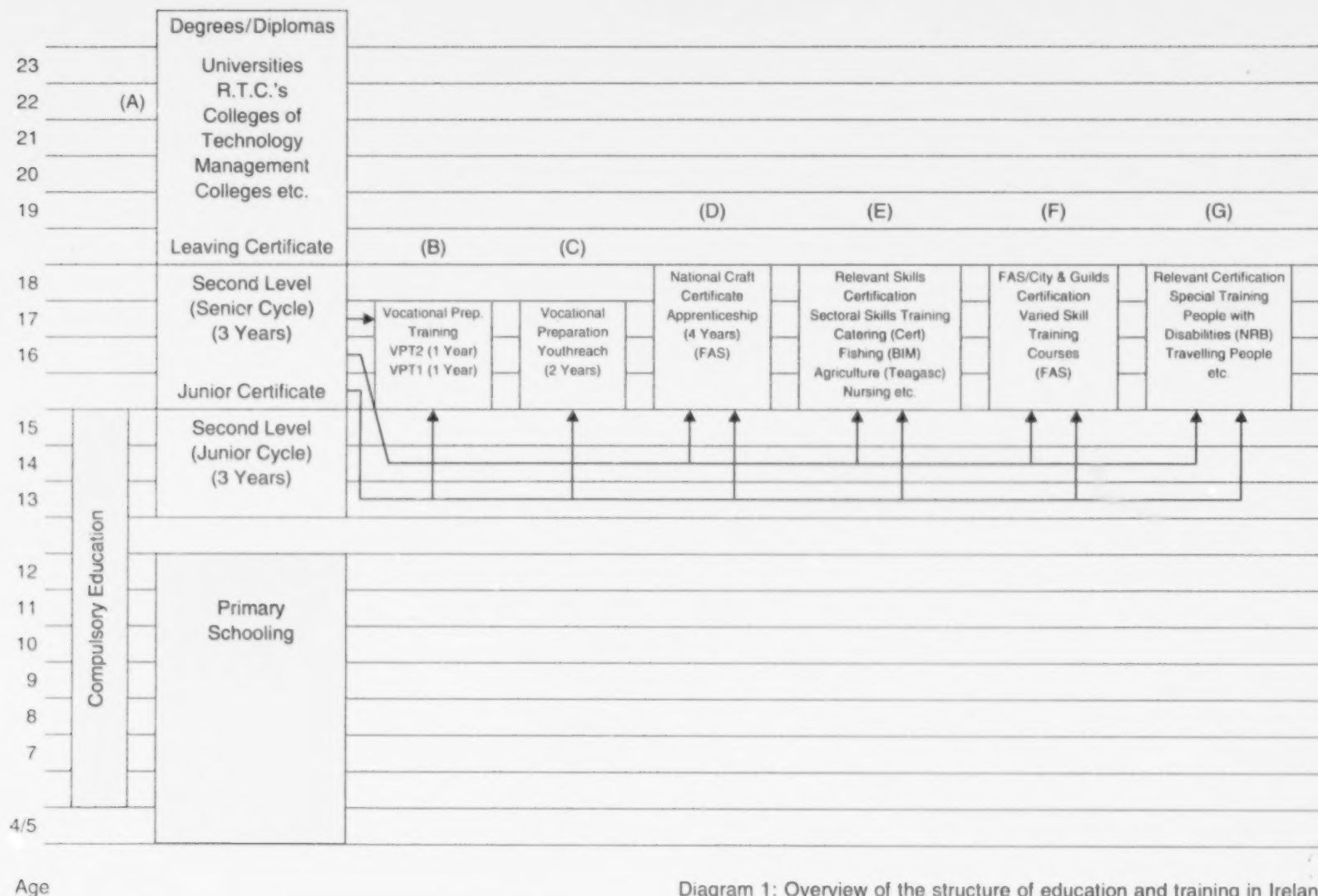
2.1 Description of the education system Diagram No. 1 illustrates the education system operated in Ireland.

School attendance in Ireland is compulsory between the ages of 6 and 15 years and is the responsibility of the Department of Education. Primary education continues until the age of 12 years when children commence Secondary Level (Junior Cycle) education. This education continues until young people are at least 15 years old when they can legally leave school. Young people who wish to carry on purely academic studies at Secondary Level (Senior Cycle) schools can sit leaving certificate examinations which form the minimum requirements for entry to Third Level Education which include regional technical colleges, universities, colleges of technology, management colleges etc. Courses at these institutions can lead to diplomas and degrees being awarded.

Apart from these secondary schools, there are several options available for further education and vocational training.

The second level school system provides the final 3 years of compulsory schooling up to the age of 15 years. The Junior Cycle is for pupils aged 13 to 15 years. This is followed by the non compulsory Senior Cycle for 16 to 18 year olds. The three main types of second level school are: (listed according to size)

- secondary schools (total of 467 in Ireland) which are privately owned and managed, the majority of which are governed by religious orders. 95% of these schools participate in the free education scheme, receive the bulk of their funding from the government, are subject to government supervision and prepare



pupils for state examinations. The balance, 5%, are privately owned and charge fees.

- vocational schools (total of 248 in Ireland) are funded by the state and managed under the authority of the Vocational Education Committees which consist of elected public representatives and other persons with relevant education and industrial experience.
- community and comprehensive schools (combined total of 70 in Ireland) are funded by the state and managed by Boards of Management. They provide a full range of academic and vocational subjects.

Until recently, secondary schools provided a purely academic curriculum while the vocational schools concentrated on the provision of programmes designed to prepare young people for work. This has changed in the last few years. All schools now provide a similar curriculum combining academic and vocational subjects. These schools are open to any young person who has the required entrance qualifications. Courses can lead to Junior Certificate, Leaving Certificate, Senior Certificate and Vocational Preparation Certificates.

Vocational schools were introduced by the Vocational Education Act (1930) which encouraged the development of full and part time vocational training. A country wide network of Vocational Education Committees (VEC's) was set up to provide a system of continuing education (academic and technical) in their respective areas and related to their particular needs. A number of factors determine which type of school a young person may go to after the age of 15 years. Apart from academic ability, socio-economic factors can come into play. The choice of school can be determined by the area in which a person lives and the ability of the parents to support a young person's further education. To address this situation, the Vocational Preparation and Training Programmes (VPT1 and VPT2) were introduced in 1984 and 1985 respectively. They are the responsibility of the Department of Education in second level schools and aim to prepare young people for the world of work. The Department of Enterprise and Employment has responsibility for the provision of vocational training and retraining of both the unemployed and employed. AnCO (now FAS) was set up in 1967 as the Industrial Training Authority to organise training on a systematic basis for the unemployed and apprentices, together with those already in industry.

The principal functions of FAS are described in the Labour Services Act of 1987. These functions include: training and retraining for employment, employment schemes, assistance in job seeking, provide work experience etc.

In 1964, regional technical colleges were set up around the country to provide second and third level technical/technological studies.

The National Council for Educational Awards (NCEA) was established to award degrees and diplomas in the vocational education system.

Post compulsory education On completion of compulsory education, vocational education and vocational training are provided by:

Third level education At third level, there are currently:
(Diagram 1 (A))

Four universities, The University of Dublin is the oldest being founded in 1591, it has one college, Trinity College. The National University of Ireland (founded 1908) has three colleges, University College Cork, University College Dublin, University College Galway. The University of Limerick and City of Dublin University were established in 1989. Dublin Institute of Technology is made up of the colleges of technology in Bolton Street and Kevin Street, as well as the Dublin College of Catering, and the Colleges of Marketing and Design, of Commerce and of Music.

Eleven regional technical colleges throughout the country educate for trade and industry over a wide band of occupations from craft to professional level, notably in engineering, science and commerce. There are five colleges of education for primary teachers – St. Patrick's, Church of Ireland College, St. Mary's Marino and Froebel College, all are in Dublin. Mary Immaculate College is Limerick. There are two colleges of Home Economics namely St. Catherine's (Dublin) and St. Angela's (Sligo).

The University of Limerick specialises in the training of teachers in crafts and physical education.

All of these institutions offer doctorate, masters, degree, diploma and certificate courses in traditional and vocational training areas.

2.2 Vocational training opportunities The Vocational Education Act of 1930 arose from earlier examinations of the education system in Ireland. This act set up Vocational Education Committees (VEC's) which provide a system of continuing education (academic and technical) in their respective areas and related to their particular needs. The VEC's control the vocational schools throughout the country.

The terms "vocational education" and "vocational training" are not clearly defined in legislation in Ireland.

A young person reaching the age of 15 when compulsory education ends has a number of options in vocational training. If the person has sufficient qualifications (Junior Certificate) then he/she may move on to secondary, comprehensive or vocational schools. Young people with little or no qualifications can move outside of the educational system and into one of several State and ESF funded projects around the country.

**Vocational Preparation
and Training
Programmes 1 & 2
(VPT1 & VPT2)**
(refer to Diagram 1 (B))

VPT1 is a one year full-time programme of vocational preparation and training designed as preparation for work or as a basis for entry to a second year of vocational training (VPT2). These programmes are provided by the Department of Education and are not compulsory.

VPT1 caters for the 15 to 18 year age group who have completed compulsory education. VPT2 is designed for those who have gone on to achieve formal qualifications e.g. Leaving Certificate but who require vocational training and experience. VPT2 also caters for those who have completed VPT1. Participants are awarded certificates of attendance from the Department of Education on completion.

Youthreach
(Diagram 1 (C))

This programme is designed for young people who have left the education system with little or no qualifications. Approximately 10% of young persons leave the education system without qualifications. Youthreach was established in 1985 as a result of an EC Council resolution on "Vocational Training Policy in the Community in the 1980's" published in 1983. Youthreach is administered by FAS. The overall responsibility for the programme is held jointly between the Department of Education and the Department of Enterprise and Employment. The programmes are based on experiential learning and combine basic skills, practical work training and general studies. This programme is important to these young people as it gives them the opportunity of learning skills and gaining qualifications which will give them a better chance of employment. The alternative is a life of unemployment with little chance of furthering their skills or knowledge. Young people from this programme are more attractive to potential employers. The programme further allows them to go back into the mainstream of academic or vocational study. In 1991, a high number of 3,300 commenced the Youthreach programme, this would normally be 2,500 per annum.

**Community Youth
Training Programme**

This programme provides on-the-job training to young people through a variety of projects. These projects are considered primarily for their training value but many have additional benefits such as the renovation of houses for the elderly, or the development of local enterprise units. In 1992, 172 projects catered for 4,700 trainees of whom about 2,900 completed their training during the year.

Apprenticeship
(Diagram 1 (D))

The Apprenticeship Scheme in Ireland has been redesigned and the new scheme came into force in early 1994. Apprenticeships are co-ordinated by FAS and are open to persons over the age of 16 and who have a minimum grade D in 5 subjects in the Junior Certificate or equivalent. A person over the age of 25 may qualify providing they have a minimum of 3 years relevant experience and are successful at an assessment interview. Apprenticeships are standards-based and consist of 7 phases alternating between training on-the-job and off-the-job within a FAS Training Centre or Educational College. Apprenticeships have a duration of 4 years.

Only persons who are registered with FAS at the commencement of their apprenticeship are eligible to qualify for the National Craft Certificate. This new scheme has placed a great deal of emphasis on the employer to assess each trainee's progress. Employers will be required to nominate persons from within their company to undergo training and certification as approved Workplace Assessors. Managerial personnel will also be involved in the maintenance of standards and be required to be trained and certified as Internal Monitors. External Monitors will be drawn from FAS personnel. In December, 1992, there were 13,632 registered apprentices in Ireland. (This figure is probably higher by 1,000 to 1,200 as a result of late registrations of 1st year apprentices.)

**Relevant Skills
Certification**
(Diagram 1 (E))

For those young people who wish to follow a specific career in industry, a number of state and semi-state organisations provide specific sectoral skills training. These agencies have training centres throughout the country. They include:

Coillte	The Irish Forestry Board
Teagasc	The Agriculture and Food Development Authority
CERT	The State Tourism Training Authority
Bord Iscaigh Mhara	Irish Fisheries Board (BIM)
An Bord Altranais	State Body for the Training of Nurses
Department of Defence	Responsible for training within the armed forces
Coras Iompair Eireann	The National Transport Authority
E.S.B.	The Electricity Supply Board
An Bord Gais	The Gas Supply Board

A number of other organisations provide specialist training for persons with disabilities. These organisations come under the administration of the National Rehabilitation Board (NRB) which allocates funding for programmes conducted within these organisations. The organisations include:

REHAB The Rehabilitation Institute is a private company which was set up to enhance the social and economic independence of people with special needs. The Institute offers 41 certified vocational training programmes in 46 training centres and provides supported work places through the creation of small and medium sized enterprises throughout Ireland.

St. Michael's House This organisation was set up to provide training and employment for those persons with impaired mental ability.

**2.3 Vocational training
certificates**

Assessment –
Department of Education

Assessment is carried out locally, there is no national system of assessment. This situation is being addressed by the establishment of the National Council for Vocational Awards (NCVA) by the Minister of Education in October, 1991 to develop a comprehensive assessment and certification system for a wide range of vocational programmes with particular reference to the education sector. These programmes are designed to allow young persons to progress toward gaining certificates, diplomas and degrees awarded by the NCEA. In 1994, the NCVA had developed over 40 award titles ranging from applied science to transport technology. These programmes are contained within the framework of the Vocational Preparation and Training structure called VPT1 and VPT2. These programmes are designed to allow non-academic students the opportunity the move on to gain certificates, diplomas and degrees awarded by the NCEA. The development of NCVA award programmes is on-going.

A number of programmes access qualifications from outside bodies such as the City and Guilds Institute of London, CERT and the Royal Society of Arts (UK).

**2.3.1 Academic
certificates**

At second level, there are several certificates which may be awarded to pupils in mainly academic subjects. These certificates are:

**2.3.1.1 Second Level
Certificates**

Junior Certificate

Pupils who have completed the three years of Junior Cycle Education are eligible to sit the Junior Certificate examination. Subjects, such as English, Mathematics, History and Geography form the basis of the examinations together with other non-compulsory subjects. There are two levels of Certificate – Ordinary and Higher. Mathematics, English and Irish have an additional Foundation level.

Leaving Certificate

The aim of the examination for this certificate is "to prepare pupils for immediate entry into open society or for proceeding to further examinations". The approved course includes a minimum of five subjects, one of which must be the Irish language. Ordinary and Higher level papers are offered in all subjects.

Alternative options to the above are:

Transition Year Programme

This programme is a one year interdisciplinary programme for pupils who have completed Junior Cycle Education, it is project based and does not have a formal assessment system.

Senior Certificate Programme

This programme is an alternative to the Leaving Certificate and is based on the development of interpersonal competencies, experiential learning, learning for life and the

integration of the out-of-school environment into the learning process. Participants must have completed the Junior Cycle prior to entering this programme. This programme may form part of the Leaving Certificate programme.

**2.3.1.2 Third Level
Certificates**

At third level, vocational training programmes are provided under the auspices of the Department of Education through the Regional Technical Colleges and Colleges of Technology.

The Middle Level Technical Programme covers one and two year courses to National Certificate Level while the Higher Technical and Business Skills Programme covers three years and one year add on National Diploma courses in Computer Technology; Electronics; Chemicals/Pharmaceuticals; Engineering; Construction; Secretarial Services; Management and Commerce. Certification is provided by the National Council for Educational Awards (NCEA) with a limited number of programmes certified by an appropriate professional body. Approximately 19,000 trainees attended these programmes in 1989.

**2.3.2 Vocational
certificates**

**VPT1 & VPT2
Certificates**

Each centre conducting the programme is responsible for the assessment of its own participants who are assessed using a variety of modes and techniques. Some centres use Technical Examinations administered by the Department of Education in a range of technological, commercial and trade designations which are mainly designed for those following on-the-job apprenticeships with block release courses. These lead to the National Craft Certificate.

The National Council for Vocational Awards (NCVA) is currently developing a range of nationally certified programmes.

Youthreach Certificates

Participants on this programme are issued with a certificate recording achievement in four areas: Personal Qualities; Development Modules; Introductory Skill Modules and Communications. *Youthreach* is designed to meet the assessment needs of persons who have left school with little or no educational certification. A FAS Introductory Level Certificate endorsed by City and Guilds is available. The NCVA is currently developing an award at National Foundation Level.

FAS Certification

The FAS certification framework operates at a number of different levels:

Introductory	Level 1; Pre-Vocational Standard
Basic	Level 2; Employment Entry Standard
Intermediate	Level 2; Reliable Worker Standard; Specific Skills Training

Advanced Level 3; Skilled Worker; Junior Executive
Standard; Specific Skills Training

An integrated curriculum operates in both FAS and DIT.

Successful candidates at Basic, Intermediate and Advanced Level training receive a joint FAS/City and Guilds Institute of London Certificate. The Board of FAS have recently agreed to a mutual formal recognition of a number of French and FAS qualifications with the French Minister for Labour. FAS is continuing to work towards the comparability and mutual recognition of vocational qualifications with other Member States.

FAS provides assessment and certification in a number of different areas including:

- A FAS/City and Guilds Institute of London Agreement for joint certification.
- Mutual recognition of 4 courses between the French Commission d'Homologation.
- Certification within training programmes conducted by FAS.

2.4 Number of young people undergoing vocational training

Diagram 2: Number of pupils attending second level schools by school type and programme
(Source: Department of Education Statistical Report 1992/1993)

Type of school or college attended	Female	Male	Total
First Level			
Primary Schools – Total	272,744	257,067	529,811
Second Level			
Junior Cycle	102,348	105,556	207,904
Senior Cycle			
Transition Year Option	4,364	3,829	8,193
VPT1	2,631	2,552	5,183
Senior and Leaving Certificates	61,501	59,052	120,553
VPT2	11,279	5,235	16,514
Other	1,724	2,159	3,883
Total – Second Level	81,499	72,827	154,326

Diagram 3: Participation in education and training, in percentage of the age-group, 1989/90
Average size of age group – 67,000 (Source: *The Economic and Social Research Institute (ESRI)*, 1992)

Age ¹	Total	Training			Education ²
		Full-time %	Part-time Appr'ship	Other ³	
18	62	13	2	9	38
17	83	10	1	7	65
16	96	5	1	5	85
15	98	3	*	1	94
14	100	0	*	*	100

Notes:

¹ In a number of cases, information was only available on total numbers of participants. In these cases the figures are based on estimates of the distribution between years of age.

² Including, at ages 17 and 18, 4% and 11% students in tertiary level technical courses.

³ Including participants of FAS training programmes (4, 5 and 6 percent of the 16, 17 and 18 year olds, respectively).

3 Teachers and trainers

3.1 Teachers The term teacher is generally held to be a person operating within the *Formalised Education System* either in primary or secondary schools. In primary schools a teacher is required to have a degree from one of the 5 teacher training colleges. Teachers in primary School are required to work an average of 20 hours per week in class although this figure can vary slightly between schools. Individual salaries for teachers in primary schools vary according to a complex set of salary scales which take into account years of service, academic qualifications, location, teaching in the Irish language and a points system for principals. Two examples of salary scale could be:

1. A teacher with 5 years experience, a Primary Degree and teaching in the Irish language would earn approximately 20,500 ECU per annum.
2. A teacher with 15 years experience and a Masters Degree would earn approximately 29,100 ECU per annum.

In secondary school, a primary degree in the subject to be taught is required together with a Higher Diploma in Education (H.Dip.Ed.). In 1992, of 518 newly appointed teachers in secondary schools, only 46 did not have a diploma in education. These teachers are known as Class III teachers. They are required

to work at least 22 hours per week in class although this figure can vary according to the subject taught and individual school requirements.

Teachers of technical subjects such as Wood and Building Technology, Metalwork Technology, General and Rural Science, Secretarial and Commercial Subjects in Secondary School need not have a primary degree. There are degree courses of four years duration open to persons who are over 17 years and who have completed the Leaving Certificate, or to persons over 20 years who have completed a full apprenticeship and have their Senior Trade Certificate.

Apart from their teaching duties, secondary teachers are expected to:

- Understand how their area of school curriculum relates to other areas and social and technological change .
- Be capable of planning and implementing curriculum change in their own area of competence.
- Maintain a professional awareness of developments within technology and educational studies.
- Have acquired capabilities for professional growth beyond the four year term of the programme.
- Be capable of presenting and implementing a philosophy of teaching technical subjects that is in harmony with current trends in technological education. (CEDEFOP 1983)

If a person applies for a position in a Regional Technical College, Dublin Institute of Technology or University, there is no requirement for the applicant to have a diploma or similar qualification in education. The applicant must possess a degree in the subject to be taught. Teaching skills are assumed by the institution.

Within third level education, teachers are generally referred to as "Lecturers" only, although the initial grade is a College Teacher.

The hierarchical structure in the RTC's and DIT, salary ranges together with numbers are shown below, together with the numbers of Class III teachers in secondary schools.

In the academic year 1993/94, a total of 2,218 full-time academic staff were in employment in the RTC/DIT (18% - female and 82% - male). (ESF 1994)

The salary system for teachers in Secondary Schools and Regional Technical Colleges is an extremely complex one. The actual salary of a teacher or lecturer is dependent on several factors for example - years of service, academic qualifications, number of pupils in school, teaching in the Irish language etc. which is similar to the system for Primary School Teachers.

College teachers and lecturers at colleges and universities are required to lecture to full time undergraduate students during the

Diagram 4: Number of Full-time Teachers in Vocational Schools and Colleges
(Source: Department of Education Statistical Report 1992/93)

Category of Teacher	Second Level Vocational Schools	Regional Technical Colleges	Other Schools and Colleges	Total	Salary Ranges 000's ECU
Class III	5,005	na	na	5,005	16.0 to 30.0
College Teacher	na	79	45	124	19.1 to 34.2
Lecturer Scale 1 & 2	na	1,268	566	1,834	24.6 to 44.0
Senior Lecturer I	na	76	53	129	41.4 to 50.9
Senior Lecturer II	na	44	26	70	41.4 to 50.9
Principal	na	13	5	18	not available
Total	5,005	1,480	695	7,180	

na – not applicable

day. Apart from their own specialist subject, they may also lecture on other co-related subjects on various courses. All colleges and universities provide evening and part time courses and it is part of a lecturer's job to provide the input on these courses. The number of hours worked by each lecturer varies but is normally approximately 18 hours per week. Lecturers may also conduct research and carry out external consultancy with companies in industry. This allows them to keep up-to-date with current business practices.

The *Formalised Education System* provides the majority of initial vocational training in the country. This consists of Secondary and Vocational Schools, Dublin Institute of Technology, Regional Technical Colleges and Universities. Apart from the Secondary and Vocational Schools, there is no requirement that applicants for lecturer and trainer posts have a teaching qualification. The minimum qualifications for appointment to Lecturer I posts are the same throughout the R.T.C's and the D.I.T. (except in Engineering and Art). Lecturers and trainers are required to have a second class honours degree (or equivalent) in the relevant subject area, three years post qualifying experience and a satisfactory knowledge of the Irish language. In engineering and art a pass degree (or equivalent) in the relevant subject area is acceptable as the minimum requirement.

3.2 Trainers Although there is no legal description of the role of an instructor or a trainer, FAS considers the general professional competencies to be:

- Technical Competence; the degree to which an instructor's skills and knowledge are relevant and up-to-date in relation to the subject in which the instructor is to provide training.
- Pedagogical Competence; the degree to which an instructor's skills and knowledge in the science and principles of instructing/training are relevant and up-to-date.
- Social Skills/Competence; the degree to which an instructor effectively manages personal inter-relationships within the social group represented by the course participants.

The criteria for trainers directly employed by FAS are:

- 5 years industrial experience together with relevant technical qualifications and/or relevant instructional qualifications.
- The "relevant instructional experience" may vary from a foundation course to a Diploma course in Training and Education from Galway or the I.I.T.D. Diploma Course or other equivalent.

The terms 'trainer' and 'instructor' are used throughout organisations as meaning one and the same.

State funded organisations such as FAS, Coillte, Bord Iscaigh Mhara etc. provide vocational training either in general to all industries as in the case of FAS or to their specific industries e.g. Coillte – Forestry. There is no requirement for appointment as a trainer to these agencies to have a prior qualification in training. All of the State funded organisations operate a system whereby newly appointed trainers undergo skills and pedagogic training programmes suited to their industry.

In the case of FAS, all instructors/trainers are required to complete a Foundation Course in Training before going on to train in their discipline. This course is provided through St. Patrick's College, Maynooth.

The following table shows the structure and salaries of the training section within FAS. There are a total of 672 trainers employed in FAS.

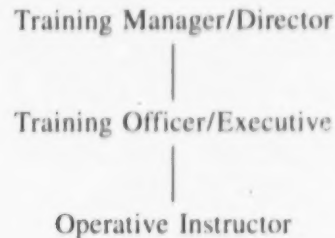
Diagram 5: Salary structure of FAS instructors (Source: FAS Annual Report 1992)

Grade	000's ECU
Instructor	19.6 to 24.1
Instructor Career Grade	24.8 to 26.7
Section Head	25.0 to 29.2

A newly appointed FAS Instructor can move on to the Instructor Career Grade Scale after two years.

Large companies in private industry such as the financial, clothing, food and electronic sectors generally have their own in-house training facilities to provide both initial vocational training and continuing training.

The hierarchy of a typical training department would be:



(The training function can often be found under the control of the Personnel Department or the Human Resource Department which combines the functions of training and personnel.)

Small organisations, employing less than 50 people seldom have a training department or full-time trainer and the training function is carried out by a senior staff member.

The larger organisations have their own training centres which are staffed by full-time personnel. These centres provide the majority of training for their own personnel with only the occasional need for external trainers to augment their programmes.

As part of the Levy/Grant scheme (designed to promote training within large companies) a company involved in the scheme can obtain refunds of payments made to the Government to offset training costs. Training Managers are normally responsible for operating this scheme within their companies.

Trainers on a company's permanent staff are responsible for the identification of training needs, design and delivery of the required training programme. A company may also employ Training Managers or Training Executives who do not deliver training themselves. Their main task being to identify the training needs within a company and recruit the services of external trainers and consultants to provide the necessary training programmes.

Applicants to the post of Training Manager or Training Executive are, in the main, required to have a qualification in training such as a Diploma in Training and Development (awarded by the NCEA) or some equivalent or higher. It is usual to expect that the applicants have experience in the same industry. It is not unknown for a person to be promoted or transferred to a training position within an organisation who has little or no training qualifications or experience, their work experience and management skills are often thought to be sufficient. This situation is not often found today.

In general, Training Managers are not themselves conduct training programmes on a full-time basis. Their role requires more managerial and administrative skills to operate the department.

Companies which employ operatives, such as machinists in the clothing industry, may have a number of instructors who normally work alongside the workforce. These instructors are called upon to train new employees as and when the need arises. Newly appointed instructors normally undergo an Instructor Training Programme which may be conducted by a variety of different sources. In their function as instructor, they are expected to be able to:

1. Analyse job content and required skills.
 2. Prepare and design training programmes and manuals.
 3. Carry out classroom and practical instruction.
 4. Motivate trainees to perform, supervise and record progress.
- (CEDEFOP 1983)

Private colleges and institutions. A number of colleges and privately owned training centres provide initial vocational training for those young people who wish to obtain qualifications before going into the job market. They may provide programmes which range from Second Level School Qualifications up to degree level and are usually accredited by the NCEA or City & Guilds Institute of London. The qualification requirement for lecturers/trainers in the private colleges is similar to that of the RTC's and DIT. No detailed information is available for this sector as the institutions are all individual private or limited companies.

Private non-accredited training institutions carry out training over the whole range of industrial and commercial skills. They provide courses which are generally available to all. Many also provide Vocational Training Programmes on behalf of FAS in specific areas. These training organisations are described as external trainers by FAS. The companies are required to meet certain criteria before acceptance by FAS as an external trainer. A panel decides on each application by a company. They take into account:

- a) The ability of the company to provide the required training.
- b) The qualifications of trainers are taken into account but experience and past record are the primary guide for appointment as an external trainer.

Potential trainers require a specialist knowledge of their subject and in some instances these trainers may have little or no formal training qualifications other than a knowledge of their subject. Exact figures relating to the numbers of trainers in these establishments are not available but there are about 300 external training companies

Independent trainers or training consultants are numerous in Ireland. It is difficult to establish exact numbers. As there is no legal definition of a trainer in Ireland many of these trainers fall

into a "grey" area whereby a person can call themselves a trainer without having any formal qualifications or pedagogical training behind them. The majority of independent trainers, however, do have the necessary subject qualifications to support their entitlement to train others but there is no available reliable information to give any detail on this area. It is estimated that there are between 600 and 800 independent trainers operating in Ireland. These trainers normally run a single person business or may work on a part time basis for larger companies. Private trainers operate at all levels within a company from the factory floor to the boardroom.

3.3 Statistics

Diagram 6: Breakdown of training managers and trainers in industry – 1992
(Source: FAS Annual Report 1992)

Industry Sector	No. of Firms	Workforce	Training Managers/ Executives	Instructors	% Workforce covered by Training
Food, Drink & Tobacco	1,217	44,178	288	591	86
Engineering	5,566	70,840	883	786	89
Print & Paper	665	16,203	160	302	83
Construction	7,620	56,389	683	340	59
Textiles, Clothing / Footwear	550	22,073	300	408	85
Chemicals & Allied Products	619	37,500	250	562	83
Sub-Total	16,237	247,183	2,564	2,989	
Distribution & Traded Services	(e) 45,000	(e) 280,449	250	450	30
Total	61,237	527,632	2,814	3,439	

(e) = estimated

4 Regulation of teachers and trainers

4.1 Regulation of teachers

Teachers in primary schools in Ireland come under the authority of the Department of Education. They are subject to regular assessment of their teaching skills by the Primary Education Branch which employs a number of full-time inspectors. They are required to have a degree from one of the teacher training colleges.

Teachers in Second Level Schools are required to be registered by the Registration Council for Secondary Teachers. This is a statutorily constituted body established under the Intermediate Education (Ireland) Act 1914. The Council prescribes the conditions for teaching in secondary schools in Ireland. Apart from assessing the qualifications of teachers trained in Ireland, it also assesses the qualifications of persons who have studied abroad and wish to teach in Ireland. Within second level institutions such as secondary schools, community schools and vocational schools there are minimum requirements laid down for applicants to teaching posts. Applicants must have a degree or similar qualification in the subject which is to be taught and an additional qualification in teaching or training. They are normally required to have a Higher Diploma in Education (H.Dip.Ed.) or equivalent. The conduct, working conditions etc. within these establishments are regulated under the Education Act of 1930 and subsequent amendments.

In the case of teachers or lecturers in technical colleges and universities, they are required to have:

- a) An Honours Degree in their subject or an equivalent professional qualification.
- b) Three years post qualifying work experience.
- c) A working knowledge of the Irish language.

There is no requirement for any qualification in training for these posts.

4.2 Regulation of trainers

At this present moment there are no legally binding standards which can be imposed on persons who call themselves an "Instructor" or a "Trainer" outside of state run bodies such as FAS. Within FAS, instructors and trainers are state employees and must comply with the standards as laid down in the statutory acts. FAS do conduct some training programmes using external training companies. These companies must submit their proposals for these programmes according to Training Specification Standard No. QA 58/01 which was developed by FAS. Apart from the programme content requirement, this standard also sets out the required profile of the persons involved in presenting the training. These profiles clearly set out the qualifications, education, training and relevant experience of all proposed trainers. The decision to use a particular company is made within FAS. Once accepted for these programmes, the training company must comply with targets and objectives as set out for each particular programme.

Apart from the regulated training and education provided by state organisations, there are a large number of private training companies and individual trainers. There are no regulations governing these companies and trainers apart from standard business legislation. There is nothing to stop anyone calling themselves a "trainer". These trainers may or may not have any formal qualifications in the subject which is being taught. There is

a general assumption that 'if you know your subject then you can teach it'. An example of this can be seen in the clothing industry where a floor operative (machinist) can be given the job of "Operative/Trainer". This person is then empowered to train new employees. It is not uncommon for these "Operative/Trainers" to have received little or no prior training as a trainer. The "Operative/Trainers" work normally on the factory floor when not required to train new employees.

In many companies, there are "Training Managers" who are responsible for the organisation of training within the company. The majority of "Training Managers" have had some form of formal trainer training but may have had little when the position was taken up.

The responsibilities and rights of a trainer or tutor within companies do not differ from that of any other employee.

**Job description of a
Training Manager**

An example of a job description for a Training Manager may be:

"To contribute to the formulation of strategic objectives and the identification of future capability requirements; design and implement training systems to meet those objectives and design and operate procedures for the evaluation of outcomes." (Source: INTEL Int'l Ltd.)

In many companies, the function of a Training Manager may be taken by a Human Resources Manager who may be required to take care of the personnel function as well as training.

The Irish Institute of Training and Development (IITD) has set out a Code of Practice for its members who are in the main, training and development specialists in Ireland. The objectives of this code are:

- a) To describe an agreed set of ethical principles.
- b) To promote and maintain confidence and trust in training and development specialists in Ireland.
- c) To prevent the development or acceptance of unethical practices within the field of training and development.

This code is voluntary and applies only to members of the institute.

**Training Levy Grant
System**

The Industrial Training Act, 1967 and the Labour Services Act, 1987 relate to the provision of training and re-training for employment together with the establishment of FAS (Training and Employment Authority). As part of these acts, a Training Levy was set up whereby manufacturing companies which have a payroll cost of more than IR£70,000 per annum pay 1.25% of the payroll to the Government. This money is then used to give grants to companies employing apprentices to assist in their salary payments or to provide training for supervisors and managers.

5 Most significant training programmes for trainers

- 5.1 Training programmes** There are a number of training programmes organised in various institutions throughout the country which provide participants with a qualification in training. The following chart shows the path and the training programmes that FAS has participated in developing so that an individual can move from initial qualifications through to degree level.

Diagram 7: Path to Degree Level

Path to Degree Level

Step One

Foundation in Training & Continuing Education
Open Learning
FAS / Maynooth College

Step Two

Certificate in Training & Education
FAS / University College Galway

Step Three

Diploma in Training & Education	Diploma in Training & Development
FAS / University of Galway	College of Commerce, Rathmines, Dublin
	University of Limerick
	University College Cork

Step Four

Masters in Training & Development
University of Limerick and Sheffield University

- Short duration courses** Train the Trainer Programmes are conducted in accredited management colleges including Plassey, Limerick and some private colleges. Apart from these programmes, a large number of unaccredited courses are provided in industry for instructors and trainers by private consultants as and when they are required. Few of this type of Train the Trainer programme carry any form of recognised qualification.

- Train the trainer programmes within organisations providing vocational training** Within the various organisations which are state funded and provide the training in their own specific field, there are a number of specific train the trainer programmes as follows:

Coillte – Irish Forestry Board is the State company responsible for the commercial management of 400,000 hectares of public

forests. The company employs 1,530 staff of which 87 are trainers who provide a total of 150 courses per year. Applicants for the post of trainer are not required to have any training qualifications. New trainers are trained both in technical skills and training techniques. Coillte have developed eight train the trainer programmes specifically for the forestry industry through EUROFORM.

F.A.S. – The Industrial Training Authority was established in 1987, its functions include the operation of training and employment/recruitment services; an advisory service for industry; support for co-operative and community based enterprise. Priority is given to those with the most difficulties in the labour market including the long-term unemployed and early school leavers. FAS has a staff of approximately 2,000 with 49 employment offices and 20 training centres. There are 672 full-time vocational trainers operating within FAS. These trainers within FAS are required to participate in the Foundation Programme in Training for Trainers. These trainers have the option to continue on to the advanced stages in Trainer Training.

Teagasc – Agricultural and Food Development Authority has responsibility for advice, training and research for agriculture and rural development. It was established in 1988 and employs 1,500 staff. Teagasc emphasises the training of entrants to farming and employs 135 trainers working through 11 agricultural training colleges, 4 horticultural training colleges and 50 local training centres. Teagasc was formed by joining two agencies in 1988, at this time all trainers had undergone training in pedagogical skills. A number of their trainers are currently undertaking the FAS/Maynooth Foundation Programme and the FAS/University College Galway Certificate in Training and Education.

NRB – The National Rehabilitation Board is responsible for developing, providing and co-ordinating services for people with disabilities. The NRB co-ordinates and monitors over 40 organisations which provide training for the disabled. It is estimated that approximately 600 trainers are involved in this type of training. There are no entry criteria or minimum qualifications for trainers, apart from those which may be specified by individual organisations. Until late 1992 there was little or no training of trainers within this organisation. A Certificate in Training (Special Needs) course has been designed and implemented which includes the FAS/Maynooth College Foundation Programme. The format of the course is open/distance learning combined with experiential workshops.

CERT – State Tourism Training Authority is responsible for the education, recruitment and training of staff for the hotel, catering and tourism industry.

There are 30 training advisors, 19 permanent instructors and 36 temporary instructors providing training within CERT. Training

advisors work within the industry to give assistance to companies in identifying their training needs and give advice on suitable training programmes. Apart from holding recognised hotel and catering qualifications, no formal qualification in training is a necessity for employment with CERT as a trainer. CERT has developed its own 4 week "pre-training" course for persons entering as a temporary instructor. It also conducts on-going trainer development programmes which relate to the updating of both technical and training skills.

Bord Iscaigh Mhara (BIM) – The Irish Fisheries Board operates under the Department of the Marine and employs 10 full-time and 38 part-time trainers. BIM offers practical skills training for the sea-fishing, fish farming, processing industries including school leavers. At present, in cases not covered by legislative requirement, there is no formal instructor training process within BIM. Most training of trainers concentrates on updating skills and not on pedagogical skills.

An Bord Altranais – State Body for the Training of Nurses. This organisation is responsible for maintaining a register of nurses; providing for the education and training of nurses and student nurses and inquiring into the conduct of a registered nurse. A 3 year Diploma in Nursing course at University College Galway commenced in late 1994. This will be followed by a Bachelor of Nursing Degree which will require an extra year of study.

Department of Justice – responsible for ESF-aided training for male ex-offenders who are nearing the end of their sentences. There are presently 96 inmates in the Industrial Training Unit. There are 8 trainers employed in the unit and all have received training in instructional skills. A number are currently undertaking the FAS/Foundation Courses.

(For further information refer to (ESF 1994))

5.2 Programmes supported by ESF funding

The Vocational Training Infrastructure and Training of Trainers Operational Programme (VTI OP) is supported by the European Regional Development Fund and the European Social Fund and was approved by the European Commission in December, 1990. The EUROFORM programme has provided support in this area too. The aim of the programme is to improve the quality of training and to facilitate its adaptation to the emerging trends of the labour market through investment in training of trainers and training infrastructure. The agencies involved in implementing the programme are The Department of Education, FAS, and CERT. These programmes are primarily concerned with updating the subject knowledge and skills of the trainer.

The operational programme consists of:

- 1) The upgrading of the Vocational Training Infrastructure (supported by the ERDF) is concerned with the upgrading of facilities in the Department of Education third level colleges, in

FAS training centres and the construction of a new training headquarters for CERT.

2) Training of Trainers (supported by the ESF)

This is designed to enhance the skills of training/instruction staff in training institutes funded by the Department of Education, FAS and CERT. The participants in this sub-programme are mainly instructors who are directly responsible for the implementation of Human Resources Measures included in the Community Support Framework.

Under Sub Programme 3, a Training of Trainers programme has been developed specifically for staff in regional technical colleges and Dublin Institute of Technology. The programmes are designed for the initial and continuing training of trainers and to meet the specific needs of a single or group of colleges. The following four strands have been designed to meet these needs.

The *Masters Strand* provides training in new and advanced technologies and the management of new technologies. To date, six masters programmes have been developed, namely:

Software Engineering	Advanced Engineering Techniques
Management in Education	Advanced Scientific Techniques
Multimedia and Design	Technology and Enterprise

The *Short Course Strand* provides non-certified short courses to address the training needs within individual colleges but may also include participants from other colleges.

The *Technology Degree Strand* aims to provide an NCEA Technology Degree for trainers in areas that have recently undergone rapid change with the introduction of new technology.

The *Higher Degree Strand* aims to permit trainers in colleges with training requirements not met in the foregoing strands to participate in post-graduate studies at other colleges and universities.

(For further information refer to (ESF 1994))

6 Initial training for teachers and trainers

6.1 The most common programmes

Initial training of Teachers

There are five Colleges of Education for the training of primary teachers, each of which provides a Degree in Education. These colleges are St. Patrick's, Church of Ireland College, St. Mary's Marino and Froebel College and Mary Immaculate in Limerick. There are two colleges of Home Economics; St. Catherine's in Dublin and St. Angela's in Sligo. A specialist college for teachers of physical education and crafts has been incorporated into the

University of Limerick. Teachers of art are trained in the National College of Art and Design, Dublin and their qualifications are validated by the NCEA. All Colleges of Education and the two Colleges of Home Economics are associated with universities for their degree awards i.e. H.Dip Ed.(Higher Diploma in Education). Many other colleges, including those of professional bodies and the newer private colleges, some of which have received NCEA designation, go to form the varied pattern of Irish higher education.

**Initial training of
trainers**

The formal training of trainers in Ireland is provided by many organisations from both public and private bodies. The Irish Institute of Training and Development (IITD) provides both Certificate and Diploma courses in Training and Development in various locations throughout Ireland. The NCEA is the awarding body.

The Dublin Institute of Technology (Rathmines) provides a National Diploma in Business Studies: Training and Development, certified by the National Council for Educational Awards.

The Plassey Management and Technology Centre (University of Limerick's Continuing Education Centre) provides a range of courses from a two day short course on Training the Trainer to a two year open learning Masters in Training and Development, in conjunction with the University of Sheffield (UK). These programmes may form part of a trainer's initial training but are more likely to form part of their Continuing Training.

FAS, in conjunction with University College Galway and Euroform has developed both a Certificate and Diploma in Training and Education, both in open/distance learning format. FAS, in conjunction with the Adult Education Department of St. Patrick's College Maynooth has developed a Foundation course in Training and Education, also in open/distance learning format. At Maynooth this course is credited towards its undergraduate Diploma in Continuing Education. This course also forms the first of 4 modules of the open/distance Certificate in Training (Special Needs) developed by the National Rehabilitation Board (NRB) in conjunction with the Adult Education Department of St. Patrick's College, Maynooth.

The National Distance Education Centre at Dublin City University provides expertise, consultancy and training on distance education and training.

CERT, the national agency responsible for recruitment and training in the hotel, catering and tourism industry, provides courses for trainers in the industry (e.g. Craft Trainer Certificate, Group Training Techniques and a training course for supervisors). The first two of the above courses are also provided to CERT's own trainers when required, as is CERT's Advanced Instructor Programme.

The Institute of Personnel Management certifies courses (e.g. Diploma in Personnel Management) conducted in numerous locations throughout Ireland. These courses generally include some coverage of training as part of the personnel function. In some instances these courses or part of them are included as part of an undergraduate degree programme (e.g., the University of Limerick's Bachelor of Business Studies).

6.2 Examples of the profile of trainers

Eugene is presently a Consultant in Performance Support with the ESB – the Electricity Supply Board. He has been employed with the ESB for 28 years since joining as an electrical apprentice in 1966 at the age of 15 years. After gaining City & Guilds of London qualifications over the following 10 years, he became an Electrical Craft Instructor. In 1981 he moved into the personnel department and was given the responsibility of administering the ESB's apprenticeship scheme. Following attendances at various courses to give him both a diploma in Training and Development and a Diploma in Personnel Management, he became Curriculum Development Officer. He was responsible for the design, implementation and validation of selection tests for craft categories.

In 1990 he was promoted to Senior Training Designer acting as an internal consultant on the design of effective learning solutions for business unit managers. During this time, he attended numerous in-company courses relating to the design and development of training programmes. This brings him to the present day, employed as an internal consultant to line managers for general performance support issues including job analysis, job description and personnel specification, work processes, learning solutions etc.

George is a Senior Training Instructor with F.A.S. (The Training and Employment Authority) in one of their Regional Training Centres. After qualifying as an electrical craftsman in 1960, he began his career in training. As a craftsman, he was given an apprentice to train. He became more interested in training whilst working as a manager in industry. He saw that many of the production problems within the company were due to a lack of training for the operatives. In 1969, George joined AnCO (called FAS since 1987) as a Training Advisor and later, in 1975, transferred to the Direct Training Division where he instructed in General and Basic Engineering. He was involved in providing Introductory Industrial Courses for young people starting work for the first time. In 1989 George began a PETRA course in Thomond College of Education (now part of Limerick University). The PETRA Train the Trainer programme covered topics such as Psychology, Sociology, Teaching Techniques, Craft Work, Carpentry and Counselling. The Irish group were partnered with a German and English group. On an exchange visit to Berlin, he quickly settled in to the German system of training and was able to practice instruction. He has implemented some of the exercises he was shown in Berlin, back in Ireland. As a result of the exchange visits, George saw many differences in the methods used in

training of young people. The principal area of difference was seen in the fact that in Germany, a training course may have a number of experts working together, including a social worker. In Ireland, the training instructor must take full responsibility on his/her own including social problems. George has completed all of the FAS in-house training programmes for its instructors.

Peter is a Senior Lecturer at the Dublin Institute of Technology where he is presently Head of the Evening Classes. He commenced his working life in industry as a Production Engineer. After studying for a degree in Industrial Engineering and Business Administration, he left industry to begin lecturing. For this post, he was required to have an honours degree or equivalent and three years post qualifying experience in business. He commenced with his college about 25 years ago. He changed his career because it gave him the opportunity to combine full-time lecturing with the prospect of maintaining contact with industry through consultancy work. In the science area of his work, he is able to conduct research and development on projects within the college. Now in his 50's, he lectures to undergraduates in the daytime and to post employment students in the evening. His main subjects are Management, Electrical Services and Physics. He also lectures on diploma courses in Business Studies.

7 Continuing training of teachers and trainers

7.1 Description The Association of Teachers' Centres in Ireland has 25 centres throughout the country which are run by and for teachers in primary and secondary Schools. These centres are established and supported by the Department of Education. Each centre acts as a resource centre and provides in-service training. Courses are provided in all aspects of teaching and personal development. Examples of courses include:

- Discipline, Motivation and Self Esteem
- Computers in Education
- Teaching Self Esteem
- Managing Learning Difficulties in the Classroom: Language and Literacy
- The Law and Education
- Counselling Skills for Teachers

Information can be obtained about the Teacher Centres from West Dublin Centre, Monastery Road, Clondalkin, Dublin 22
Tel.: 353-1-459 18 16

A number of Train the Trainer programmes are available throughout the country. These programmes can be in the form of distance learning, part-time study or short term courses. Examples of these programmes are:

Training the Trainer This four day course is designed for supervisors, trainers and those who have an element of instruction in their work. The course

covers all aspects of the performance of the trainer in front of a group.

Plassey Management & Technology Centre, National Technological Park, Plassey, Limerick.
Tel.: 353-61-33 36 44

Designing Learning Programmes

This is a three day course for those persons involved in training and development. The course is formulated to give participants an opportunity to develop a training programme for supervisors. Further information from:

Dublin Institute of Technology, Short Course Centre, Aungier Street, Dublin 2
Tel.: 353-1-478 52 52

Adult education in universities

Universities within Ireland operate Adult Education Departments which provide evening and part time learning opportunities. Amongst these programmes are Certificate, Diploma and Degree courses in Training and Education. Information may be obtained directly from each university.

7.2 National directories

At present there is one directory which gives national information on training programmes available throughout Ireland. This is the "National Training and Continuing Education Directory". It is published every two years with the current edition published in September, 1994. The directory gives details of training providers and courses available both in the private sector and in the continuing education establishments for Degree, Diploma and Certificate courses including Train the Trainer. Other than this directory, information on programmes conducted in the various institutions throughout the country may be obtained directly from the institution.

The publishers are Calmar International Ltd., 62 Rossmore Lawn, Templeogue, Dublin 6W, Ireland
Tel 353-1-490 71 68
Fax 353-1-490 98 63

7.3 Databases

There are a number of publicly available databases in the area of vocational training as follows:

VECTEL

Dublin Institute of Technology has produced "VECTEL" which provides information on the Institute's full time 3rd level courses on computer disk. Information on the disk includes admission requirements, application procedures, course content and job opportunities. The disk can be used on Apple Macintosh and IBM compatible PC systems using Windows. The DIT INFODISK can be obtained for a small fee from any of the Dublin Institute of Technology Colleges. D.I.T., Fitzwilliam House, 30 Upper Pembroke Street, Dublin 2
Tel.: 353-1-872 71 77
Fax: 353-1-661 16 96

NITEC A network of educational databases providing information on 3rd level and AONTAS (The National Association of Adult Education) courses as well as youth travel information. The service is provided by the National Information Technology in Education Centre (NITEC) c/o FORBAIRT, Ballymun Road, Dublin 9.
Tel.: 353-1-7045558

THOM Educational services for post leaving certificate courses for teachers, trainers, educators and students. This service also provides a host service for elements of the EC PETRA programme. The service is provided by the University of Limerick, National Technological Park, Limerick.
Tel.: 353-61-333644

SCHOOLINK This facilitates inter-school learning at senior cycle level. Teachers and students have access to bulletin services and information on general studies, work and communication studies as well as databases on mini companies and work experience. SCHOOLINK is administered by Shannon Curriculum Development Centre, St. Patrick's Comprehensive School, Shannon, Co. Clare.
Tel.: 353-61-361993

FAS - Self Service This database provides information on all vocational training courses available from FAS. Provided by FAS, the Head Office address is: P.O. Box 456, 27-33 Upper Baggot Street, Dublin 4
Tel.: 353-1-6685777

Apart from the head office, FAS has similar information centres situated throughout the country in each of its regional offices.

8 Useful addresses

8.1 Trainer associations **The Irish Institute of Training and Development (IITD)** founded in 1969 aims to provide a professional body to develop and monitor professional standards in training and development in Ireland. Membership is obtained by meeting selection criteria set by the institute and is open to persons who are active in the area of training and development. Membership of the IITD is determined by the level at which an applicant meets the following criteria:

- Holding a recognised 3rd level educational qualification
- Relevant work experience during the past 7 years
- Professional development (attendance at courses etc.)

Members may not necessarily be involved directly in the presentation of training and may be concerned with administration or other such area. Training managers and administrators are typical of this group. At present there are approximately 1,100 members of the institute, over half of these members are located in the Dublin area. The IITD awards a Diploma and Certificate in Training and Development through 2 year part-time courses conducted by colleges in Dublin, Galway, Limerick and Cork.

These qualifications are either awarded directly by the College or University or the awards are granted by the National Council for Educational Awards (NCEA).

IITD Address: 14 Herbert Street, Dublin 2
Tel.: 353-1-6615588

The Institute of Personnel & Development in Ireland (IPD) is a U.K. organisation with a regional office in Dublin. Although originally concerned with personnel matters in organisations, it is currently merging with the Institute of Training and Development in the U.K. to form the Institute of Personnel and Development (IPD). This has not as yet had any direct bearing on the IITD.

I.P.D., 35-39 Shelbourne Road, Ballsbridge, Dublin 4
Tel.: 353-1-6606644
Fax: 353-1-6608030

8.2 Resource and information centres

The primary source of information on vocational training is directly available from the regional technical colleges and other such organisations which produce their own brochures etc.

AONTAS (National Association of Adult Education) promotes learning and education throughout life, particularly for those who are disadvantaged, educationally or economically. It provides an information service about training courses that are available throughout the country. It is a voluntary organisation and a registered charity.

AONTAS
22 Earlsfort Terrace
Dublin 2
Tel.: 353-1-4754121

FAS (Employment and Training Authority) has a network of offices throughout the country providing information on training programmes and courses. These courses may be conducted in any one of their regional training centres.

FAS
Head Office
27-33 Upper Baginbun Street
Dublin 4
Tel.: 353-1-6685777

(Regional Centres are operated throughout Ireland.)

At the present time, the Department of Education does not have an information centre which is open to the public. Queries can be directed by telephone to the Department's Information Department at:

The Department of Education
Information Department
Marlborough Street
Dublin 1
Tel.: 353-1-8734700

9 Institutions and courses

9.1 Organisations and Institutions

The Vocational Training Infrastructure and Training of Trainers Operational Programme is supported by the European Regional Development Fund and the European Social Fund and was approved by the European Commission in December 1990. The programme aims to meet the needs for the development of training infrastructure in Ireland and to improve the quality of trainers who are involved in the delivery of training measures under the Community Support Framework. Vocational education and vocational training are provided by:

a) Formalised education system

A wide range of vocational training programmes are provided in third level institutions under the auspices of the Department of Education primarily in the network of eleven regional technical colleges and eight colleges of technology.

b) State funded organisations

The following State funded organisations provide training of trainer programmes for personnel, relevant to their specific organisations.

FAS – the National Training Authority – operating under the aegis of the Department of Enterprise and Employment. The Staff Training and Development Department of *FAS* has responsibility for co-ordinating the training and development of *FAS* trainers. *FAS* policy specifically in the area of training of trainers is concerned with three categories of skills; technical, pedagogical and social skills. To provide trainees on *FAS* courses with the necessary theoretical and practical skills which will enable them to obtain and maintain employment in an ever-changing social and economic climate, it is vital that the skills of instructors are relevant, up-to-date and take account of current and foreseeable developments in their area of expertise.

FAS implements an Identification of Training Needs System which collates information on experience, skills, knowledge and competencies of instructors and relates this information to job performance and organisational objectives.

FAS, committed to ensuring that trainer standards would be independently assessed and gain national and international recognition, developed a programme called "Foundation in Training and

Continuing Education", for which St. Patrick's College, Maynooth are willing to give recognition at Foundation level.

Almost all of the 672 FAS trainers have voluntarily undertaken and completed the Foundation in Training and Continuing Education. In addition, 700 trainers from other public sector agencies and Irish industry plus 159 overseas trainers have undertaken the programme. A total of 295 FAS trainers have completed the Certificate of Training and Education with 132 currently undertaking the Diploma course. There is an increasing demand from industrial trainers and from others in the general training field for these programmes.

NRB – National Rehabilitation Board

The NRB is responsible for developing, providing and co-ordinating services for people with disabilities. The recruitment and assessment practices of the various agencies involved in rehabilitation training are a matter for each agency to decide for itself. There are no entry criteria or minimum qualifications for trainers, apart from those which may be specified by individual agencies. At present, the Horizon Initiative is being utilised by the NRB to fund activities in the area of training of trainers. The project involved the joint development of a Certificate in Training (Special Needs) by the NRB and St. Patrick's College Maynooth. Trainers of trainers in the rehabilitation training agencies has undergone significant changes. The Certificate in Training (Special Needs) has been a positive development, both in terms of raising the qualifications profile and morale of trainers and in terms of furthering the effort towards mainstreaming of training for people with disabilities.

Accredited training colleges

All Colleges of Education and the two Colleges of Home Economics are associated with universities for their degree awards. Many other colleges including those of professional bodies and the newer private colleges, some of which have received NCEA (National Certificate Education Awards) designation, go to form the varied pattern of Irish higher education.

There are five Colleges of Education for primary school teachers:

- St. Patrick's College
- Church of Ireland College
- St. Mary's, Marino
- Froebel College in Dublin
- Mary Immaculate in Limerick

There are two colleges for Home Economics:

- St. Catherine's, Dublin
- St. Angela's, Sligo

A specialist college for teachers of physical education and crafts is located in the University of Limerick.

Five university level institutes and colleges accredited by the NCEA provide high-quality appropriate second-chance education:

- Institute of Education
- Griffith College
- LSB College
- National College of Industrial Relations
- St. John's College, Waterford

The Irish Management Institute provides management training, education and development and has evolved a number of post-graduate level programmes in association with Trinity College, Dublin.

9.2 Practical training courses

Induction training is provided on demand for new employees entering FAS as instructors and all internal staff members who have been appointed/promoted to an instructor position. An 'Instructor Training Programme' is provided for all such persons. The FAS Instructor Training Programme consists of two phases:

- Phase 1 takes place at local level and consists of a combination of on-the-job tasks and reading specified learning units from the FAS Foundation Programme in Training and Continuing Education.
- Phase 2 consists of a 5 day workshop which is held in convenient regional locations. The workshop is concerned with both instructional and non-instructional aspects of the instructor's job. Continuing training is provided through the Foundation in Training and Continuing Education, the Certificate and Diploma in Training and Education, on-going development activities and external seminars, conferences and courses.

The Foundation in Training and Continuing Education

This open learning programme is structured on the basis of the concept of competence (as mentioned in 3.2) and is 150 hours in duration. The units of competency in the Foundation course are based on the premise that the purpose of the trainer is to help learners develop skills, knowledge and attitudes appropriate for use in an occupation. The units are:

- Assessing Training and Development Needs
- Designing a Training Programme
- Delivering Training
- Supporting the Learner

The Certificate in Training and Education

The Foundation Programme in Training and Continuing Education acts as an entry level to a one year Certificate in Training and Education which is a collaborative venture between University College Galway and FAS. This course is delivered through the medium of open learning packages which are job-related and supported by off-the-job workshops

Three major modules cover 'Learning' in relation to:

- The Individual
- The Group
- The Process

Two minor modules cover 'Learning' in relation to

- The Outcomes
- The Trainer

Course participants are required to carry out practical work, written assignments, a project with support from a mentor and are expected to attend 5 workshops. Two-thirds of all study time must be carried out on-the-job. On completion of the course, participants are awarded a University College Galway Certificate in Training and Education.

The Diploma in Training and Education

The Diploma in Training and Education has been designed by University College Galway with the support of FAS. UCG works in co-operation with French and UK partners, funded under the Euroform Initiative.

The content focuses mainly on design and evaluation of training.

Three major modules cover

- Training Management
- Course Design
- Course Delivery

Two minor Modules cover

- Society
- Contemporary Issues

The duration of the Diploma programme is one year and is equivalent to 320 hours study time. The structure, format and assessment of the course is similar to the Certificate in Training and Education and consists of modules, assignment, a learning review diary and a project. Attendance at 5 workshops is obligatory.

Certification in Training (Special Needs)

The Certificate in Training (Special Needs) addresses the professional development needs of trainers working with people with disabilities. The course consists of four modules. The FAS Foundation in Training and Continuing Education constitutes the first module. Material from the NRB Training of Trainers Course forms the basis of Modules 2, 3 and 4. The format of the course is home-based learning combined with experiential workshops presently located in Galway, Limerick, Kilkenny and Dublin.

Course modules Module 1 – Foundation in Training and Continuing Education

Unit 1 Assessing Training and Development Needs

Unit 2 Designing a Training Programme

Unit 3 Delivering Training

Unit 4 Supporting the Learner

Module 2 – Disability: The Definition of Difference

Unit 1 Defining Terms

Unit 2 The Social Construction of Disability

Module 3 – Training in Special Environments

Unit 1 Disability Categories

Unit 2 The Evolving World of Modern Rehabilitation

Unit 3 The Nature of Organisations

Unit 4 Trainee Centred Rehabilitation

Module 4 – Curriculum Design & Assessment

Unit 1 The Trainer's Role in Special Needs Training

Unit 2 The Process of Learning

Unit 3 Principles & Techniques of Assessment

Glossary of Terms and Abbreviations

AONTAS	The National Association of Adult Education
BIM	Bord Iscaigh Mhara – Irish Fisheries Board
CERT	State Tourism Training Agency
CSO	Central Statistics Office
CYTP	Community Youth Training Programme
DIT	Dublin Institute of Technology
FAS	An Foras Aiseanna Saothair – The Training and Employment Authority
HEA	Higher Education Authority
H.Dip.Ed.	Higher Diploma in Education
IMI	Irish Management Institute
IITD	Irish Institute of Training and Development
NCEA	National Council for Education Awards
NCVA	National Council for Vocational Awards
NRB	National Rehabilitation Board
REHAB	The Rehabilitation Institute
RTC	Regional Technical College
Teagasc	The Agriculture Advisory Board
VEC	Vocational Education Committee
VPTP	Vocational Preparation and Training Programme
VTOS	Vocational Training Opportunity Scheme

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Portugal

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1 Teachers and trainers of young people in Portugal

This report contains information gathered on the subject of the training of trainers in Portugal; it is dealt with and structured in accordance with the objectives and guidelines of the commissioning body³

The reform of the education system and the restructuring of initial vocational training

The current situation as regards initial vocational training of young people in Portugal reflects a set of recent reforms and changes in the education system under the Ministry of Education and in the vocational training programmes that are the responsibility of other ministries.

To understand the situation we need to go back to the decade of the seventies, which in Portugal after the revolution of 25 April 1974 was one of radical political change. In the years that followed and until the mid-eighties, the education system underwent considerable alteration, leading to the disappearance of vocational training courses as they had hitherto existed. At this stage, education policy put priority on extending the period of compulsory schooling and organising the schools and the curricula of the formal education system.

Only from 1984/86 onwards and especially after the passing of the Basic Law on the Education System were efforts concentrated on creating and expanding initial vocational training courses following on from the period of compulsory schooling and developing new methods, the aim being to provide young people within the formal education system with vocational training to prepare them for the world of work or to give them the basic vocational skills on which to build and subsequently acquire specific vocational qualifications, whether in the context of employment or through further study.

³ The report should be read bearing in mind the current context within which the vocational training of young people and the training of trainers takes place in Portugal, to which we make brief reference.

**The restructuring of
non-school vocational
training**

The programmes of initial vocational training for young people organised both regularly and occasionally through other ministries, mainly the Ministries of Labour and Employment, mostly came into being during the sixties, which in Portugal was a time of vigorous industrial development. These training programmes increased considerably in the eighties as economic activity picked up again after the years of crisis and especially under the effect of Portugal's plans for and subsequent joining of the European Community.

The strong growth in vocational training activity which came about largely under the impact of Community funding made it necessary to restructure existing programmes and to give them the necessary legal framework. Particular mention should be made of training given in the context of employment, which is now being expanded rapidly through the ministries responsible for the various sectors of industry, with the guidance of the Institute of Employment and Vocational Training (IEFP) and the involvement of a great many public and private sector bodies.

The need to improve the quality and consistency of the whole range of training programmes available to young people has encouraged those responsible for the development of vocational training within the formal education system and those responsible for training in the context of employment to liaise more closely and seek greater convergence.

Training of trainers

Today the chief problem attached to the training programmes referred to is that of ensuring a supply of qualified trainers. The reforms mentioned have been implemented on the basis of action programmes that were given priority by the government. This prioritisation and the need to make efficient use of the abundant funds being made available either by firms or by the European Community have not always made it possible to realise other training programmes which, as we will show in this report, would be desirable, namely for teachers within the education system or for trainers for the training system in the context of employment.

Current trends

The picture as it presents itself in 1993, and which is still by no means stable, is of a national system of initial vocational training and training for training instructors which includes a number of activities still at the experimental stage, and a variety of initiatives with different aims and objectives, following the broad guidelines of the laws that have been passed in the meantime.

All this means that there are no reliable databases of any size, sound statistical sources or complete, systematic information at national level to draw on.

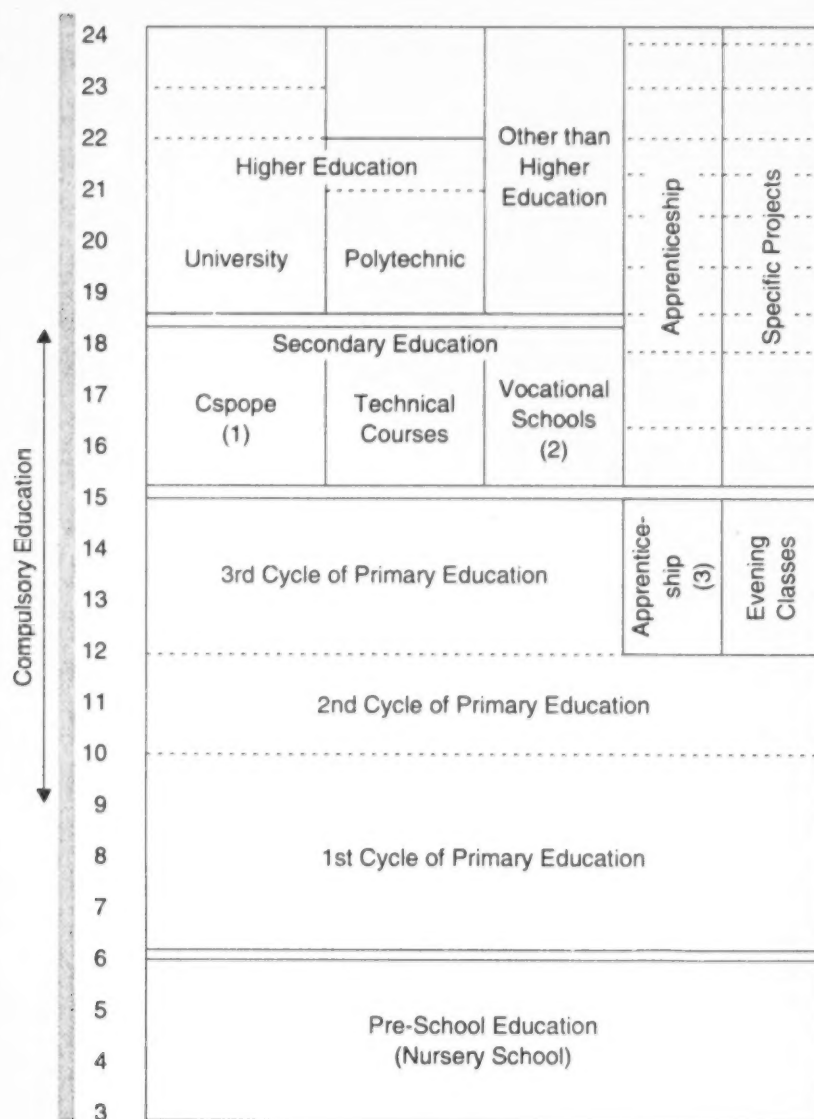
However, the organic structure of the system and its typical subsystems, the methods used and the courses run by the principal institutions and bodies, as well as the legal framework which governs them and which will be described in this report, show what is currently taking place in this area in Portugal, as well as the future scenario to which current trends point.

2 Initial vocational training

2.1 Description of the Portuguese education system

Figure 1 shows the general organisation of the Portuguese education system as laid down by the Basic Law on the Education System (Decree-Law 46 of 14 October 1986). However, for the purposes of this report we shall confine ourselves to describing the actual vocational training system.

Figure 1: Organisation of vocational education and training in Portugal



- (1) Secondary school courses mainly directed at the pursuit of academic studies
- (2) These may also exist as the equivalent of the third cycle of primary education
- (3) This operates as a form of pre-apprenticeship at the level of the first cycle of primary education

Types of Initial vocational training

The Basic Law on the Education System provides for the formal education system to include initial vocational training. Subsequently Decree-Law 491/94 sanctioned two main types of initial vocational training, depending on the context and on the regime of certification, as set out in the following chart:

Figure 2: Initial vocational training according to context and regime of certification

Type	Regular, standard training courses	Regular non-standard training courses	Non-regular, non-standard training courses
Methods			
Training under the Ministry of Education	Technical courses (1)	Vocational schools (1)	
Training under the Ministry of Employment		Apprenticeship system (2)	FIQ IJOVIP Other training courses (3)

(1) School and vocational certificate

(2) Vocational certificate

(3) Neither school nor vocational certificate

FIQ Training & Integration of Supervisors
IJOVIP Introduction of young people to working life

We use the term "regular" to designate those training programmes which continue to operate without the need for annual revision, as distinct from specific courses or programmes. Those referred to as "standard" form part of the general structure of the system, as opposed to "non-standard" courses organised under specific regulations. Each type of training is governed by its own legislation and certification standards.

2.1.1 Initial vocational training within the education system

Secondary education

Secondary education is aimed at young people of between 15 and 17 years of age. Its main objectives are:

- To build on the education provided by primary school.
- To prepare young people either to pursue further studies or for the world of work.

There are a number of options here:

1. Secondary school courses chiefly designed for those wishing to pursue their studies. These break down into four groups – science, arts, economic and social studies, and humanistic studies.
2. Two types of vocational training which will be described in detail below:
 - 2.1 Secondary school courses mainly designed to prepare young people for working life, referred to as technical courses.
 - 2.2 Level III courses run by the vocational schools.

The courses referred to under paragraphs 1 and 2.1 above are provided by the secondary schools, whether state, private or jointly run. The courses are organised on a single-subject basis, the teachers being mainly university trained and holding a baccalaureate or first-degree qualification that either includes or is supplemented by scientific and teacher training.

On completing their period of compulsory schooling, pupils, who by this time are 14 or 15 years of age, may decide to stay on at school for a tenth year and follow a course giving access to higher education under the general conditions for university entrance, but which is essentially vocationally oriented and thus confers a vocational qualification.

These courses have three curricular components – general education (five subjects), specialisation (two or three subjects) and technical training (technological or a trade) involving between one and four subjects depending on the course.

Secondary school technical courses

Prior to the April 1974 revolution, initial vocational training was the responsibility of the technical, industrial and commercial schools. Young people were required to make their choice at around the early age of 10 and the choice was generally dictated by their families' social and financial situation. These schools awarded a vocational training certificate which gave pupils direct and premature access to the world of work.

After the revolution, the education system was made uniform to ensure equality of opportunity and lengthen the period of compulsory education. This had the effect of doing away with vocational training because there were no technical courses in the formal school system.

1983 saw the advent of technical vocational education under Order No. 194-A of 19 October 1983. The government of the time drew up an emergency programme to formalise vocationally oriented and specific vocational training schemes within the secondary school system in order to meet Portugal's need for trained semi-skilled and skilled technicians and with a view to subsequently implementing a youth training and employment policy.

The passing of the Basic Law on the Education System brought a restructuring of secondary education and with it of vocational education. Existing courses were gradually phased out and replaced with technical courses at secondary school level mainly designed to prepare young people for the world of work (Decree-Law 286 of 26 August 1989). At the time of writing, a few technical vocational courses are still being run.

The new technical courses are designed to avoid the problems raised by the evaluation of technical vocational and vocational courses carried out in 1986/87, the main findings of which were the inadequate linking of the three course components – general, specific and technical – the high failure rate in the case of the first two, and the excessively high number of courses covering a wide number of fields in the case of the third.

Organisation of training Curricula for all courses and all routes have three major components, each covering a number of subjects. They are:

- General education, which is common to all courses and is obligatory. It includes Portuguese, a foreign language, introduction to philosophy, physical education, and either personal and social development or morals and religion (Catholic or other) and covers 6 to 13 hours a week.
- Specialisation in two or three subjects depending on the particular bias of the course (7 to 9 hours a week).
- Technical training in four subjects closely linked to the type of course involved (10 to 17 hours a week). A "General Technology" course is common to all courses.

This type of training with an obligatory general component is based on the principle that, in a changing society, sound vocational training calls for both general education and specific qualifications and not simply training linked to a single occupational area. These courses therefore seek to prepare young people for the future, making them into agents of change and helping them to understand the world in which they live.

Programmes in all subjects are the responsibility of the centralised authorities and thus come under the administration and management of the Portuguese educational system as a whole. Final details of technical courses may be decided by the schools themselves, which also organise the final periods of practical training or work experience. Technical courses must be included in each school's curriculum and mobilise local efforts and resources.

Even so, there is frequently no horizontal and vertical linking between the programmes in various disciplines and between these and the objectives set. In some cases, the content fails to keep pace with the current rapid pace of technological development.

Funding the courses is the responsibility of the schools and of the Ministry of Education through the government's budget.

The decision as to the range of training facilities provided also lies with the Ministry of Education, taking into account the school's history, the training needs in a certain field, region or job market, and the premises, equipment and human resources available.

However, the social partners, employers and other economic entities fail to play their due part in defining training policies. Nor have the economic and labour market requirements to be met by this form of training been sufficiently researched.

Technical courses tend to be restricted in number and concentrated in the main areas of technology. In 1993 these were administration, social work, crafts and trades, communications, civil engineering, design, electrical/electronic engineering, data processing, mechanical engineering, chemistry and commercial services. Courses in the service segment (administration and commercial services) predominate, followed by data processing, electrical/electronic engineering and communications. Demand for chemistry, civil engineering, social work and crafts and trades is lower.

The vocational schools The vocational schools provide an alternative means of training within the educational system and come under the special types of school education provided for by Article 16 of the Basic Law on the Education System.

The schools came into being as the result of an independent initiative on the part of non-profit-making associations, local authorities, firms, employers' associations, trade union associations and confederations, charitable foundations and the like. The initiative tends to be predominantly local and have four main objectives, namely to meet the need for training in a given locality or part of a region, to create local and sub-regional networks for education and training, to establish partnerships in the field of education with various private-sector bodies, creating a subsystem for education and technical/vocational training and making best use of the limited resources available.

Promoters of projects for the creation of such schools enter into a "programme contract" with the Ministry of Education containing the memorandum of association and stating the school's purpose, training areas and training profiles, human and material resources, financing and management, as well as the school's nature and objectives, its name and entry qualifications. Matters such as the organisation of the school, any financial assistance and course curricula are negotiated between the promoters and the government.

Under Article 2 of Decree-Law 70 of 10 March 1993 and of the statute governing private and cooperative education, vocational schools are non-profit-making bodies established in the public

interest. As such, they enjoy administrative, financial and teaching autonomy and their relations with third parties are regulated by private law. However at the time a vocational school is set up its autonomy is simply on paper. Its gains autonomy by a gradual process that can never be complete if it remains financially dependent on the state. Consequently, schools tend to seek a variety of local sources of finance.

Generally schools are financed jointly by the promoters and the government. Funds provided by promoters are used to pay for installations and other essential items. The government's contribution has depended on the availability of Community funds for vocational training. Fees paid by pupils are a further source of finance, as are income from services rendered or the sale of goods and products, interest on bank deposits and the like.

Vocational schools are open to young people completing the third cycle of primary school or the equivalent and looking for a course mainly directed towards the world of work, and to workers who wish to enhance their qualifications by attending courses after work. For a transitional period these schools are also open to young people who have completed their second cycle of primary education or abandoned the third cycle before completing it.

The courses offered lead to a level 3 qualification and the relevant certificate. The scholastic equivalent of the certificates awarded by the vocational schools are specified in the legislation under which the various courses were created. Level 3 certificates of qualification are equivalent to secondary education and the holder of such a certificate has access to higher education under the terms and conditions laid down by law.

Organisation of training The plans of study must include scientific, socio-cultural, technical, practical and technological training components.

The courses run by the vocational schools must have different curricular structures and course programmes to allow for different levels of schooling and vocational qualification. Courses are organised in modules of varying duration that are combinable with one another if the level of school education and learning progress permit. The idea is that the course should be pupil-centred, respect the individual's rate of progress, help to develop a sense of responsibility, and foster initiative, cooperation and team work.

The plan of study is required to be flexible, cover a number of subjects and be consistent with the occupational profiles to which the various courses are geared. The scientific, socio-cultural, technical, practical and technological training components have to be planned in an integrated interdisciplinary manner to encourage the development of cross-skilling, in close liaison with the firms and training centres offering periods of practical training and work experience.

The method of assessment of students used gives priority to the formative approach. Thus at the end of a course, there is a test of vocational aptitude comprising work on a personal, vocational project by the student, which requires him to combine the knowledge he has acquired with the abilities and skills developed during the course, while at the same time demonstrating and enhancing his employability. The personal project must make a structural contribution to the young person's vocational future and be centred on subject-matters and problems focused on by the students and linked with the context of work (Reg. 423 of 22 May 1992). The report is discussed before a board which includes representatives of the social partners in the sector concerned.

The great majority of promoters, social partners and other bodies have stressed the serious lack of skilled workers in the regions in which these schools are located. They feel that the vocational schools offer a solution to regional training needs.

2.1.2 Vocational training under the Ministry of Employment

The last few years have brought changes in training activity both in quantitative and organisational terms. There are a number of factors which have contributed directly or indirectly to the changes under way:

1. Modernisation of traditional training systems
2. Economic and technological changes reflected in a reversal in employment trends and the rapid emergence of more complex technologies.
3. Qualitative and quantitative changes in demand, with a greater course attendance by better educated young people possessing a greater critical faculty, while firms have become potentially more demanding and interested in the qualifications provided.
4. Changes in the overall framework of training with new underlying philosophies, legal instruments, structures, programmes, and sources of finance.

Recent years have brought a greater awareness of the fact that qualifications and enhanced vocational skills are essential for the future of industry and of the country as a whole, which in turn has given rise to a great many initiatives. These have resulted in an increased number of training courses, which initially had certain shortcomings in terms of organisation and teaching capacity.

The creation and emergence of new ways of financing training, the switch from a philosophy of government responsibility for training to one of partnership and the greater number of private training providers have been factors contributing to the exponential growth of training activities in Portugal over the last few years.

The apprenticeship system

Youth unemployment's share of the overall figure since the seventies, the weaknesses of school vocational training, which firms consider inadequate and inappropriate to their needs, and government bodies' observance of Community recommendations in the late seventies and early eighties gave rise to a number of measures and means for countering youth unemployment and enhancing young people's vocational skills.

It was in this environment that the apprenticeship system came into being. This uses alternance training in various forms – periods of in-company training, work in a firm, and theoretical instruction in a state school combined with on-the-job training.

The apprenticeship system, created by Decree-Law 102/84 and modified by Decree-Law 401/91, was designed to offer modular vocational training to students in their last years of compulsory schooling, or immediately thereafter to assist them in the transition to working life.

In the late seventies, a number of pilot schemes were run jointly by the Ministry of Education and the Ministry of Labour in cooperation with various firms whose activity and geographical location rendered them suitable for testing this new type of initial training (Decree-Law 9/P/80). It is important to emphasise the aspect of cooperation and shared responsibility because of the importance it assumes as the future basis of apprenticeship and other vocational training programmes for young people.

These pilot schemes paved the way for a nationwide programme and wider-ranging participation at both regional and sectoral level, which in 1984 resulted in the implementation of the Law on Apprenticeship with alternance training courses as described in Decree-Law 102/84 (which brought the apprenticeship programme into being). This programme differs essentially from technical and vocational education because of the alternation of theory and practice. The programmes are aimed at young people aged between 14 and 24, who have completed their period of compulsory schooling, and offer an alternative to normal school courses. Young people who have not completed their compulsory schooling can also be admitted on a pre-apprenticeship basis.

As the law provides, these programmes are coordinated by the National Apprenticeship Commission, a tripartite body made up of representatives of various government ministries and employers' and union associations. They are designed to train young people in skills, which firms confirm they need, in courses lasting three years and alternating theory with practice.

Organisation of training

This form of training, which is essentially based on the alternance model, seeks to link basic training within the school system with apprenticeship in a work situation.

Training under the apprenticeship scheme therefore consists of theoretical training in the classroom, simulated practical training in the classroom and training on the job.

It relies for its success on adequate teaching which effectively links information content with strategies for personal and vocational development pursued either in the classroom or within a work context. All this makes the skills of trainers, the formation of teams of trainers and instructors, and a genuine alternance training culture particularly important.

**Training in the context
of employment**

The training structures coming under the Ministry of Employment and Social Security include a network of directly managed centres and another of centres managed jointly with the social partners in the regions concerned.

These networks expanded rapidly between 1989 and 1991. The directly managed networks seek to meet the training needs in a given region. The jointly managed or contractual centres are concerned with meeting the needs of given firms or sectors of industry. In recent years there has also been an increase in the number of vocational training courses organised by private bodies under contracts financed by the European Community under the responsibility of the Institute of Employment and Vocational Training.

In 1993 there were 24 jointly managed and 25 directly managed training centres.

The expansion of the network that took place between 1986 and 1991 was the result of a programme of assistance prior to Portugal's joining the European Community that helped substantially to boost the number of directly managed centres.

The vocational training courses normally provided by these centres are designed for the acquisition of qualifications and vary in length of up to a year. More recently, more emphasis has been placed on further training with more short courses, which are generally theoretical and vary between a day and three months in length, so as to be combinable with other more specialist technical training.

The Ministries of Industry, Agriculture, Health and Fisheries run other vocational training centres for young people who do not fit into the initial training system as we have described it.

2.2 Statistical data

**Formal education
system**

According to the figures available for 1991/92, 269,880 pupils are registered as attending official secondary schools. In 1993/94 the figure is expected to be in the region of 320,000.

According to official figures, pupils registered for vocational training courses within the formal school system in 1993 to 1994

broke down as: 30,960 in technical courses, 22,727 in vocational schools, 16,233 in technical vocational courses, and 8,000 in evening vocational courses, making a total of 77,920. This means that 28.9% of all secondary school pupils have opted for vocational training – a low figure showing that the scope of initial vocational training of young people in Portugal is still very limited despite the gradual increase over the past few years.

There were 165 vocational schools in 1993, with the majority concentrated in the northern region of the country ($n = 61$) followed by Lisbon and the Tagus Valley ($n = 48$). The total number of pupils was 7,880 and 6,545 respectively.

In 1993, existing courses provided by the vocational schools covered administration, services and commerce (25.68%) agriculture and food and aquatic products (6.74%), the environment and natural resources (4.34%), the arts of entertainment (3.92%), design and technical drawing (3.55%), electricity and electronics (5.72%), the hotel and tourism industry (10.91%), information, communication and documentation (7.70%), data processing (11.44%), personnel and social work (4.27%), mechanical engineering (2.44%), cultural heritage and creative arts (2.30%), chemistry (2.42%), textiles, clothing and footwear (1.16%), and others (0.10%).

Apprenticeship system The number of young people under apprenticeship has been increasing steadily year by year. In 1993/94 it was estimated as in the region of 20,000, spread over different areas and sectors of activity.

Ministry of Labour Although training centres which come under this ministry (contractual and directly managed centres) are not exclusively designed for the training of young people, it is estimated that they have a training capacity of 120,000 students a year.

Other sectors No official statistics are available for training activities under the aegis of other ministries.

3 Teachers and trainers

3.1 Teachers and trainers within the education system When talking of technical courses within the formal education system no distinction is made between teachers and trainers, since all are regarded as teachers. The professional function of a teacher is regulated by the laws applying to the general career scheme.

Technical course Instructors

Teachers of general and specific training subjects are normally full-time teachers coming from the formal education system. They generally work with pupils on technical courses and courses leading to higher education in the same teaching centre and in the

same academic year. On occasion this impairs their activity in that the programmes and methods used are not appropriate to this particular type of training. There are no specific vocational training courses for these teachers, who frequently are out of touch with the realities of the working world and with other types of vocational training.

There is no job profile to serve as the basis for selecting the most suitable teachers for this type of work, nor has any attempt been made to define the requirements for a vocational training teacher as opposed to those for teachers generally.

Teachers of technical subjects come either from the formal education system, where they teach technological subjects, in which case they are generally full-time teachers, or they are technical specialists in firms, factories etc. who work part-time in schools, generally teaching evening classes. Such instructors normally have no teacher training and are unaware of the problems of a school and the way it operates. However, they do have the advantage of considerable practical experience and knowledge of the labour market.

The training of teachers and other technical specialists giving instruction on technical courses is the responsibility of the Ministry of Education.

Recruitment Teachers of technical subjects are recruited by competition at national or regional level and are chosen on the basis of their academic training, which must be either in or related to the specific subject-matter of the course, the grading obtained in basic academic training and – where the course followed did not include any teacher training – in teacher training, their number of years of experience and the geographical areas for which they have applied.

Where the subject areas are very specific and the posts have not been filled by national or regional competition, schools may run a local competition or as a last resort employ specific individuals.

Remuneration All teachers with the same academic training and the same professional grade receive the same salary. No distinction is made by subject area.

In the academic year 1993/94 a teacher with a first-degree qualification starting his career in the state system (grade 3) received PTE 145,000 (ECU 725), one with 10 years' experience (grade 5) PTE 217,400 (ECU 1,082). A person at the end of the career scale (30 years' experience – grade 10) received PTE 374,000 (ECU 1,870). (ECU 1 = PTE 200).

Teachers normally work a 35-hour week of which 20 are teaching hours. The number of teaching hours decreases by a maximum of 8 hours as a person advances through the career grades.

Teachers in vocational schools

To enable the courses provided by each vocational school to evolve as planned, it is important that each teacher develop the teaching, scientific, technical and interpersonal skills enabling him to perform his task effectively. There are three levels of teaching in vocational schools – individual, as a team and as an institution – and these call for basic skills such as: “openness to innovation, change and new educational values; creativeness, flexibility, commitment, involvement, the ability to work in a team, the ability to analyse and solve problems in their context, a teacher-pupil relationship based on reciprocity, the habit of reflecting on work done, openness to the school, the environment and the community (...)”

The training of teachers and technical instructors for work in vocational schools is the responsibility of the Directorate for Secondary Education whose remit is as follows:

- Devising and planning models for training teachers of technical, art and vocational subjects within the school system according to the needs identified in the different areas and bearing in mind the main objectives of the reform of the education system; drawing up plans for continuing training covering a period of a year or several years and creating the conditions for their implementation in close collaboration with teacher training institutions.

Recruitment and types of employment

The model for the recruitment of teaching staff “is based on the principle that candidates’ profiles should accord with previously defined professional requirements”. “In the case of technical course instructors preference should be given to persons actually involved in a given occupation or industrial activity”. It is the responsibility “of the school management to employ teaching and non-teaching personnel on the basis of an individual contract”. “In exceptional cases and to meet temporary requirements a teacher may be employed as an independent service provider”.

A school, therefore, is required to select its own staff, which will be fundamental to its success or otherwise. As corporate bodies formed in the public interest, schools enjoy complete autonomy when it comes to “recruiting teachers in order to ensure a greater team spirit and identification with the school and its educational purpose” (Marques 1992, page 56).

Remuneration systems

Most teachers (63%) are on variable salaries because they work as independent service providers; the remaining 37% are on a fixed salary. More than 50% of teachers receive a salary of up to PTE 100,000 because the majority combine several jobs.

**3.2 Teachers and
trainers for Ministry of
Employment training
schemes**

The plan of studies for apprenticeship courses lays down the specific requirements for trainers generally and for the supervisor-instructors used for this type of vocational training. The following standards are applied to ensure the creation of a stable body of trainers for the apprenticeship system:

**Apprenticeship system
trainers**

- General training instructors for the general subject modules. These must meet the academic requirements for teachers in the formal education system
- Technical training instructors. These must also possess a higher academic qualification in technical fields and/or have recognised professional experience in the specific course subject-matter
- Supervisor-instructors responsible for on-the-job training. These must possess the relevant working skills.

Recruitment

The majority of apprenticeship trainers are teachers in the formal education system. The gradual definition of a matrix for the selection and quality control of trainers, as well as for the ability to adapt pragmatically to actual situations, particularly relevant in the case of supervisor-instructors in the firms concerned, has shown how difficult it is to attract qualified people for simulated practice – a type of training on the boundary between theory and practical training.

So far, therefore, the apprenticeship system has not managed to create a body of qualified supervisor-instructors in firms. Those selected by the firms for this purpose tend to have a low educational level with 3,980 having at best completed primary school.

As a result, the present team of apprenticeship trainers has not helped, as was hoped, to develop the alternance training model which is the characteristic feature and objective of this type of training.

One reason for this situation is that apprenticeship courses were launched in 1985 without any trainers for the programme having been previously trained. Not until 1987/88 did the National Centre for Instructor Training start organising courses for trainers.

**Trainers in the context
of employment**

The development of vocational training courses of this type relies on a large number of different agents – training managers, promoters, audiovisual technicians and supervisor-instructors. Although their number has increased, considerable shortcomings have been revealed, particularly as regards psychological preparation and teaching skills. Some of the problems that have occurred have been linked with the agents' job insecurity, due in part to the fact that many of them are employed on an irregular basis, which has made it impossible to determine the different occupational profiles and the actual numbers of those involved.

Training activity breaks down into two areas – management and teaching – with a link at the level of course organisation which can be put under either heading or be autonomous. The various organisational features encountered depend upon the size and type of structure of each body providing or requiring training.

The typical profile for the trainer function is as follows:

- Training manager: is the director of a training course or of a training centre, head of a training department, or coordinator of a course or training programme. May be responsible for a centre, unit, training department or other type of training body. This person is exclusively or predominantly concerned with directing or coordinating training, planning, organising and controlling structures, programmes or training courses, and coordinating and guiding the technical personnel and supervisor-instructors who actually do the training.
- Training promoter: acts as a training promoter or consultant to associations or a single firm. Assists with the development of training programmes and the management of human resources in the training and personnel development field. Identifies training needs, plans, develops and monitors programme implementation together with firms and other bodies, while ensuring that they draw on the technical and financial support available.
- Technical training instructor: is a programme designer and training analyst. Analyses training needs, defines teaching objectives, designs and develops course programmes and other forms of instruction on the basis of his own technical and teaching skills. May organise, coordinate and assess training courses while also acting as a supervisor-instructor.
- Training supervisor-instructor: acts as trainer, supervisor-instructor, teacher, mentor and general provider of theoretical and practical instruction for groups of trainees. Prepares, develops and evaluates training sessions using the teaching techniques and materials appropriate to his purpose and applying his own skills.
- Audiovisual technician: is responsible for audiovisual aids, produces audio-visual aids, writes scripts and operates equipment in organisations or bodies concerned with training. As a technician, is involved in the production of audiovisual aids for use in training courses, designing, producing and operating equipment in accordance with his particular specialist field.

1990 saw the creation of the first specific training programme for trainers within the context of the first Community Support Framework.

The first courses were organised by the National Centre for Instructor Training of the Institute of Employment and Vocational Training (which no longer exists), but in recent years have mainly been the product of contracts with private promoters.

Recruitment There are four basic policies governing the recruitment of trainers for courses promoted by the Ministry of Employment and the relevant training requirements. These are:

Figure 3: Recruitment and training of trainers (Source: *Formação de Formadores – Estratégias Programas*, José Cardim, 1992)

Recruitment	Training
From among the teaching profession	• Further theoretical training and involvement in the programmes on which they will be teaching • Teacher training
From among the trainees in the system where they will be required to teach	• Additional theoretical training in the areas in which they will be teaching • Teacher training • Practical training in production organisations
Those with training in higher level courses at the level at which they will be teaching	• Training to necessary practical level and degree of specialisation in the technical field concerned • Teacher training • Attendance at courses on which they will be teaching
Thorough technical and teacher training	• Technical, theoretical and practical training • Teacher training • Practical work within the firm

Specialists with qualifications and practical experience which normally must be at least three years; holders of a higher-level qualification than the training they are to give; students selected from the training courses on which they will act as trainers; trainers who have attended lengthy technical or teacher training courses – especially necessary when this has not been provided as part of the conventional technical education course.

Besides reflecting different options as regards access to the system and adjustment to specific occupational realities in practice, the various forms of recruitment are influenced by the labour market situation and by the training organisations' ability to offer competitive employment terms.

Government-run bodies, which because of their legal controls find it difficult to adjust their salary schedules for technicians to the levels and working conditions in more dynamic sectors, encounter almost insurmountable difficulties with recruitment. As a result training courses run by government bodies tend to be less practical and up-to-date and to concentrate on scientific and technical fundamentals in the various fields.

Remuneration system The remuneration for trainers is fixed by law in accordance with the level of qualification (EEC structure) and type of training (theoretical and practical). The amount per hour varies between PTE 3,600 (ECU 18) and PTE 7,500 (ECU 37.5).

There is no schedule of remuneration for other trainers, whose profiles have not been legally specified. This is a matter of supply and demand.

3.3 Statistical data We cannot offer any figures for vocational training teachers within the formal education system because it is impossible to distinguish them from teachers of other subjects. As we have already explained, this is due to the fact that teachers exercise several functions simultaneously, teaching technical subjects as well as courses directed towards higher academic studies.

The vocational schools also have teachers who work in other schools and on other courses. They are, however, qualified teachers particularly in socio-cultural and science subjects. It is estimated that 94.3% of teachers have a higher-level qualification and that a substantial proportion have already attended training courses. Even so, many trainers lack the necessary training in technical fields.

Turning to vocational training outside the formal education system, the number of trainers involved in training programmes and structures in 1993 was estimated as 30,000 managers, technicians and supervisor-instructors with varying degrees of involvement ranging from full-time professional employment as trainers to very short periods of training activity, which affects the training they should be given.

In the opinion of various bodies, although the number of trainers is substantial, their qualifications for the task, particularly in specific areas of training, are very low.

We therefore conclude that although the exact number of teachers and trainers involved is unknown, rather than working to expand the body of vocational training instructors it would be more appropriate to try to find out how many there are and focus on increasing their qualifications for the task, using this as the basis for defining goals for instructor training.

4 Regulation of teachers and trainers

4.1 General legislation 1991 saw the publication by the government of Decree-Law 401/91 – the legal framework giving consistency and structure to all vocational training courses for young people and adults. However, this law must be interpreted in terms of the spirit and letter of the Basic Law on the Education System (Law No. 43/1986). Decree-Law 401/91 defines the concepts and methods of vocational training leading to the award of certificates, as well as the basic principles of organisation for each type of training. Article 8.0 gives general guidelines for certification, while Articles 9, 10 and 11 lay down certain standards for trainees, trainers and training bodies. In addition, this law provides for the setting up of a Standing Committee for Social Consultation to be responsible for the general coordination of vocational training.

Certification According to Decree-Law 95/92 certification of vocational qualifications is understood as determining that a candidate possesses the necessary training, experience or vocational qualifications, and fulfils any other conditions for a given occupation.

A certificate of vocational training is a document stating that the holder has achieved the specific objectives of a programme or course.

Certification under the education system is regulated by Decree-Law 46/86 and is carried out for each separate subject on the curriculum for each school year.

The assessment on which a certificate of qualification is based is carried out by the school concerned. This means that the criteria applied tend to vary widely, despite the fact that the objectives of the training for a group of occupations rather than for one alone have been well defined.

**4.2 Teachers and
trainers for vocational
training within the
education system**

Teachers of vocational or technical courses under the education system are governed by the laws applying to all teachers, namely:

Technical courses

The Basic Law on the Education System. This is the guideline for all other laws and regulations and determines the scope of the education system, defines the principles underlying its operation and organisation and its general structure. It also defines the various levels of teaching and specific forms of education such as vocational training, specifies in outline the type of assistance and supplementary means to be provided, lays down guidelines for the management and training of human and material resources and the general principles to govern the administration, evolution and evaluation of the system, as well as describing the particular features of private and cooperative education.

The law also lays down rules for certification of certain standard and specific courses provided within the formal education system.

The "Statute on the Teaching Career of Educators and Teachers in Primary and Secondary Schools" (Decree-Law 139A of 28 April 1990). This contains provisions covering a teacher's whole professional life from the moment of recruitment to resignation or retirement, defines the rights and specific duties of teachers and the organisation of senior staff, the principles governing recruitment and selection of teachers, requirements for new candidates, transferability between the teaching and general career system, performance assessment, mobility and the various forms of remuneration, working hours, holidays, absences, leave, sabbatical leave and retirement.

The Law on Qualifications – Order No. 32 of 9 February 1984. This law, which is in the process of being revised, lays down the qualifications considered appropriate and adequate for teachers in various subject areas, including technical subjects.

The regulations governing the initial and continuing training of teachers (Decree-Law 401/91 and 344 of 11 October 1989). These stipulate that continuing training should follow on from initial training, encouraging the continuing professional development of primary school and other teachers through personal study, and that continuing training should take the form of an updating and enhancement of professional activity, providing an opportunity for applied research and a source of information on innovations in the educational field. This makes it important to improve professional skills in the various fields of activity, and to acquire new specialist knowledge required by the education system. The laws also lay down who is responsible for the planning, coordination and administration of continuing training at both local and national level, the areas in which continuing training courses are to be given and the methods used, and give rules for assessment, certification and accreditation, financial assistance and inspection.

**4.3 Teachers and
trainers for Ministry of
Employment training
schemes**

**Teachers and trainers in
the context of
employment**

Decree-Law 401/91 was followed by Decree-Law 405/91, which regulates courses run by the Ministry of Employment and Social Security. Decree-Law 405/91 established the specific legal framework for vocational training in the context of employment. It makes clear the role of the State, firms and other employer or training bodies, specifies the way in which the vocational training system is to be coordinated, and defines the basic criteria to be observed when granting financial assistance for training purposes. The State is thus given the function, together with the social partners, of formulating and coordinating policy but also for assisting, fostering and even carrying out training activities through specific structures. Firms and other employers in general are regarded as providers of workaday reality and a location for training, with other training bodies playing a subsidiary or complementary role.

Given the training needs ascertained among the working population and within firms, and bearing in mind the right of individuals to be

given vocational training, the decree law also adopts guidelines for developing and exploiting the country's existing training capacity.

Since it is not only professional training instructors who may provide training courses but also any other persons with the suitable qualifications and preparation, the Institute of Employment and Vocational Training (IEFP) has been entrusted with organising a trainer exchange in order to better meet the requirements of interested bodies and encourage them to use the system.

Order No. 61/91 defined various categories of trainers and laid down a set of measures concerning the exercise of training activity.

5 National programmes for the training of trainers

The following national programmes for the training of trainers have been implemented in recent years with assistance from the European Community: a programme for continuing training of teachers (FOCO and FORGEST) and the operational programmes of the IEFP (OP 2.3). We shall refer to the FOCO/FOREST programme in section 7.

5.1 Operational programme OP 2.3

Under the Community Support Framework, 14 operational programmes concerned with employment and training were designed for Portugal and approved for the years 1990–1993.

One of the aspects given priority by the Community Support Framework was the training of trainers, reflecting national and Community authorities' understanding of the strategic importance of vocational training because of its potential impact in improving the quality of the vocational training that was the object of various operational programmes.

This strategy led to the approval of a sub-programme (OP 2.3) for the financing of projects concerned with the training of trainers.

Following an analysis of the trainer situation in Portugal, the following general guidelines were drawn up for the programme:

To propose or emphasise the need for policy measures designed to encourage – directly or indirectly – different categories of teachers to switch to the training of trainers, without, however, making this obligatory and strangling training activity.

To consider the training of trainers as focused on "trainers" in the broad sense of the term – thus managers, promoters, technicians, supervisor-instructors and even audiovisual technicians – and to include the four components of programmes already established at national and international level: technology, educational science, social considerations and work experience.

To promote and assist a wide-ranging retraining programme directed at trainers in all types of vocational training. To combine initial training courses of short or medium duration with courses for the furthering of technical skills organised in certain justified cases. To encourage a better use of existing training means and structures, adopting a philosophy of specialisation and, in the case of specific technical courses, making use of organisations with the relevant facilities. Wherever possible, technical courses should be given by bodies with specific qualifications in the technological field concerned. To promote courses of longer duration with a technical and pedagogical content in order to help to adjust the basic technical subject-matter to a very specific application. To combine psychological and pedagogical aspects with technical subject-matter; to generate a response in major areas of innovation not covered by conventional training systems. To consider the possibility of individual treatment via a system of scholarships and grants aimed at meeting specific training needs. To consider assisting with the production of teaching aids in order to support and improve trainers' activities.

The objectives of operational programme OP 2.3 were defined as follows:

- To contribute to improving the quality of training by enhancing the qualifications and skills of permanent and occasional vocational trainers in the teaching, organisational and technical fields.
- To encourage the use of new teaching models and methods through information and training courses.
- To develop and foster the creation of teaching aids providing documentary support for training activities.

These three objectives resulted in two distinct areas for specific action being defined for the sub-programme:

Measure 1: Implementation of the programme of training for trainers by funding:

- Training courses for trainers covering the whole spectrum of training needs identified in any training system;
- Grants or scholarships to pay for the training of individual instructors, which would take the form of periods of practical training, attending a course not already funded, or research work concerned with the problem of training trainers.

Measure 2: Production of teaching aids

Finance was allocated for the production of teaching aids – documentary, video, computerised or other – dealing with training-related subjects.

Requests for any training project should come under one of the five standard headings – manager, promoter, technician, supervisor-instructor, or audiovisual technician – as the main occupational groups concerned with vocational training.

A training course project could be directed either towards increasing trainers' qualifications or enhancing their skills, which means a varied weighting of the subjects proposed for the different profiles. In fact, each body could organise the programme content for a given course fairly flexibly, combining the logic implicit in the specific regulations for the operational programmes with the basic training and prior professional experience of the target group.

Using skill profiles as a basis, a list was made of course contents grouped into four main areas so as to constitute a model curriculum for instructor training:

- Social training
- Training management
- Planning training
- Teaching courses

The courses were designed to permit those taking part to acquire a qualification or to be a means of further training, with the subjects making up each of the profiles being variously combined.

The initial qualification courses dealt with the basic subjects considered essential, to a depth appropriate to the target group. The further training courses adopted the programme contents most suited to specific training needs.

This major national programme aimed to standardise technical parameters applying to training courses for trainers, such as duration and number of participants. It also made simulated teaching exercises compulsory for the training courses leading to a supervisor-instructor qualification and specified the requirements for trainers responsible for assessment (accreditation by the trainer exchange).

Having set down the requirements to be met when organising training projects it was decided to provide the bodies concerned with basic reference models designed to ensure the minimum conditions for achieving the sub-programme's objectives so as to have a noticeable influence on the preparation and development of those who, whether on a regular or casual basis, act as trainers in the organisation and development of vocational training.

6 Initial training of teachers and trainers

- 6.1 Initial training of teachers** Initial training is the training providing a person with the qualification necessary to teach. Teacher training for holders of a university degree in a scientific subject to prepare them to teach at the level of the third cycle of primary and secondary school, or for those possessing vocational qualifications in order to qualify them for teaching vocational, professional or trade subjects at primary and secondary level is one form of initial training (Article 13 of the Statute on the Teaching Career).

Article 14 of this same statute provides for specialised training, qualifying teachers to carry out more specialised educational functions or activities.

Teachers holding a first university degree in teaching and who have already done a period of supervised practical training and who have received training in educational science are automatically given a place on the teaching staff. In other cases teachers have to attend a nationally run programme of in-service teacher training, organised by the institutes of higher education (universities and polytechnics). This programme, which is governed by Law No. 287 of 19 August 1988 and lasts for two years, includes in the first year 110 hours of theoretical training in educational science given at an institution of higher education on an evening-course basis, followed by one year of teaching practice in schools where the teachers are employed under the supervision of a so-called "delegate" – a school teacher of experience and recognised competence in the subject-matter – as well as by a counsellor from the institute of higher education.

Teachers wishing to take part in this programme must have at least three years of teaching experience.

A teacher acquiring the final certificate becomes entitled to a permanent appointment.

- 6.2 Initial training of trainers** We cannot claim that regular courses of basic training exist in Portugal for "trainers" in the broadest sense. We shall describe below a number of the more common ways in which the various categories of trainer acquire their training. These will depend on the training centre for which they are recruited and the particular training activity they are to carry out.

Training managers Recruitment of training managers has traditionally been from among those trained in human resource management with the specific skills usually being obtained on the job. Despite this fact, there is a growing trend to provide training for training managers and technicians because it is felt that systematisation of courses, methods and working processes could have a substantial multiplier effect on the quality of training provided by the various departments and programmes.

The training of trainers generally most thought of is the training of supervisor-instructors. This is the group most important in quality terms, which represents about 70% of the total number of trainers available and for which training is exclusively practical and generally regarded as unsatisfactory.

The degree of professional training provided for supervisor-instructors and the way in which they are recruited depends in each case on the type of promoting body, its degree of specialisation and the type of courses it normally runs.

The directly managed training centres of the Institute for Employment and Vocational Training, which are essentially concerned with initial training, employ supervisor-instructors on a continuing basis. Firms or other bodies who run courses mainly directed towards the further training of their personnel as an ancillary to their main activity normally use the services of in-house or outside specialists for short periods. The kinds of courses developed and the use made of technical specialists obviously determine the training they require.

As a general rule training of supervisor-instructors will call for greater care in their selection and training in teaching, which may require more time. Using the services of technical staff who are not professional trainers makes their training as teachers less justified for employers and therefore renders it more difficult.

However, professional training is not without its difficulties. Allowing an instructor to become a specialist teacher takes him away from his practical work and the shop floor and distances him from the technical and organisational changes taking place in the firm.

With vocational training being increasingly undertaken by private bodies it was clear that a policy of providing initial training for supervisor-instructors could not be based on lengthy courses clearly incompatible with the time for which such personnel were to be available. Since it was impossible to intervene to standardise the selection and recruitment of potential instructors within firms, the following guidelines were issued for the various groups of instructors:

- a) Professional supervisor-instructors to have an initial teaching qualification obtained through a course of medium length, plus continuing training focusing on technical updating.
- b) Potential instructors among company technicians to be given a short course of initial teacher training.

The timing of the training could be:

- a) Prior to professional training
- b) Parallel and subsequent to the instructor's training involvement.

In practice only the more structured centres give prior training, depending on the content of the course and their method of recruitment.

Prior training has the advantage of involving instructors at the early stage of preparing the course but organisation is difficult because only large, well-structured centres running a wide range of courses are able to recruit large groups of trainers. Prior training takes the form of theory (teaching, organisational and possibly also technical) and normally a period of job adaptation during which the instructor is supervised while doing his practical work.

Another form of prior training is to provide instructors with training in technical subjects, which are obviously necessary, without any previous involvement in specific "training exchanges".

Post facto training is more general and appropriate to the small private organisations which have become responsible for a substantial portion of vocational training activity. On-the-job training is normally exclusively concerned with teaching and courses are very short – usually between 10 and 105 hours.

6.3 Three portraits

Trainer No. 1 This trainer comes from the formal school system. He is male, aged 48 and has completed an initial course to first-degree level in philosophy. He was a secondary school teacher between 1970 and 1990 and held various posts in the schools in which he was employed. He has attended various training courses in philosophy and educational science and has acted as an instructor on teacher training courses. He also acted as a teacher trainer at higher (polytechnic) level and has taught in a vocational school where he currently holds a senior post.

This trainer came to vocational training through the teaching training system within the formal educational system and after attending a course of training for trainers organised by one of the PETRA projects, for which he competed.

Trainer No. 2 This trainer came from industry.

He is male, aged 33 with initial training in environmental engineering. He works for a municipal council and is familiar with the labour market in his area. He was never a teacher and has no teaching experience. He also works at a vocational school where he teaches technical subjects and coordinates the work of other teachers in the same field. He is responsible for alternance training courses.

This trainer came to vocational teaching after attending a course of training for training instructors organised by one of the PETRA projects with which the municipal council is connected.

He has gained credits for private study and in educational projects. He is highly motivated and has made a fact-finding study of objectives, methods, curriculum management and assessment in vocational teaching and has formed a tightly knit, effective team.

Trainer No. 3 This person is an IEFP training instructor.

She is female, aged 33 with a first degree in psychology. She attended various periods of practical training in clinical psychology, has done a period of vocational training and various continuing training courses. She is a higher technical grade employee at the IEFP where she was responsible for the personnel management office. She combines work at the National Centre for Instructor Training with training management functions involving the designing and coordination of training courses for training instructors and is also an instructor herself.

She was never a teacher and her professional career has always been in training trainers for vocational education.

7 Continuing training of teachers and trainers

No database of the various types of continuing training available for teachers and trainers exists.

Continuing training of teachers

The purpose of continuing training is to equip teachers to carry out their professional work, to enhance their skills and to retrain; it also aims to enable teachers to progress in their career and to encourage mobility (Article 15 of the Statute).

7.1 FOCO/FORGEST programme

This is a Portuguese programme for training trainers which forms part of the Community Support Framework (CSF) and is designed for the continuing training of teachers. This programme puts into effect but does not exhaust the legal principles laid down for the training of teachers.

In order to pursue a professional career teachers need the credits obtained in continuing training courses. This training may be provided by universities and other institutes of higher education, professional scientific associations, teachers' unions and centres run by associations of schools at various levels. These centres, which were created in 1993, are spread over the 18 government districts of Portugal with one or two centres in each district depending on the number of teachers based there. The purpose of these centres is to decentralise training and to focus it on the place of work and the various regions, so that it can respond to specific training needs.

A coordinating committee approves the institutions, courses and trainers.

Between 1992 and 1994 the FOCO programme provided training for 62,545 teachers while the FORGEST training programme (training mainly directed at school management) trained 3,164 teachers, making a total of 65,709 (final FOCO/FORGEST report).

The training centres of the school associations have been responsible for the continuing training of some 56.8% of teachers, institutes of higher education for 19.8% and teachers' association centres for 15.4%. The remainder received training through the central organisation of the Ministry of Education.

**7.2 Continuing training
of teachers**

**Office for Technical,
Arts and Vocational
Education**

A special programme of continuing training for teachers involved in initial vocational training was carried out by the training instructor training team of the former GETAP – Office for Technical, Arts and Vocational Training. Because of the reform of the educational system currently under way and to respond to new training requirements resulting from the restructuring of vocational training courses, GETAP designed, planned and implemented training models and courses for teachers of technical subjects at secondary school level which are mainly designed for those wishing to continue their studies or to pursue courses in new areas of technology, oriented mainly towards working life.

In 1990 37.19 hours of training were given to 871 teachers in such areas as administration, chemistry, basic computer training and data processing.

The different types of training for teachers include:

1. Distance learning using multimedia facilities, among them:
 - paper-based documentation; formal teaching/self-instruction on the subject of "Differing roles in education, technical training and change"; the production and distribution of specific teaching materials (computer software, supporting documentation used in formal training courses).
2. Classes in subjects connected with educational science and teaching strategy through training programmes included in projects for each school, school associations, regional bodies, central government bodies, institutes of higher education and the like.
3. Experimental monitoring of training programmes in the field of research and training activity.

8 Useful addresses

8.1 Educational administration

ESCOLA SUPERIOR DE EDUCAÇÃO
R. de St António, 1 – A
7800 BEJA
Tel: (084) 246 17/241 17
Fax: (084) 257 71

ESCOLA SUPERIOR DE EDUCAÇÃO
R. Pinheiro Chagas, 96 2º
3000 COIMBRA
Tel: (039) 40 13 33
Fax: (039) 40 14 61

ESCOLA SUPERIOR DE EDUCAÇÃO
R. Dr. João Soares – Apartado 424
2404 LEIRIA CODEX
Tel: (044) 81 28 30
Fax:

ESCOLA SUPERIOR DE EDUCAÇÃO
R. Dr. Roberto Frias
4200 OPORTO
Tel: (02) 49 11 40
Fax: (02) 48 07 72

ESCOLA SUPERIOR DE EDUCAÇÃO
Av. 28 de Setembro – Apartado 51
4901 VIANA DO CASTELO CODEX
Tel: (058) 82 94 56
Fax:

FAC. PSIC. CIÊNCIAS EDUC. COIMBRA
R. do Colégio Novo
3000 COIMBRA
Tel: (039) 367 24/367 XX
Fax:

FACULDADE DE CIÊNCIAS DE LISBON
R. Ernesto de Vasconcelos, Ed. C-2
1700 LISBON
Tel: (01) 757 31 41
Fax: (01) 759 77 16

ESCOLA SUPERIOR DE EDUCAÇÃO
Bairro da Mãe d'Água – Apartado 101
5300 BRAGANÇA
Tel: (073) 248 15
Fax:

ESCOLA SUPERIOR DE EDUCAÇÃO
Quinta da Penha
8000 FARO
Tel: (089) 80 35 61/66
Fax: (089) 86 46 75

ESCOLA SUPERIOR DE EDUCAÇÃO
R. Carolina Michaelis de Vasconcelos
1500 LISBON
Tel: (01) 714 19 20
Fax: (01) 714 18 78

ESCOLA SUPERIOR DE EDUCAÇÃO
Complexo Andaluz – Apartado 279
2002 SANTARÉM CODEX
Tel: (043) 288 15
Fax: (043) 285 69

FAC. CIENCIAS SOCIAIS E HUMANAS
Av. Berna, Ed. Ex-Trem-Auto
1000 LISBON CODEX
Tel: (01) 793 35 19/793 39 19
Fax: (01) 797 77 59

FAC. PSIC. CIÊNCIAS EDUC. LISBON
Alameda da Universidade
1600 LISBON
Tel: (01) 793 45 54
Fax: (01) 793 34 08

FACULDADE MOTRICIDADE HUMANA
Estrada da Costa – Cruz Quebrada
1499 LISBON CODEX
Tel: (01) 419 68 89
Fax: (01) 415 12 48

ESCOLA SUPERIOR DE EDUCAÇÃO
R. Prof. Faria de Vasconcelos
6000 CASTELO BRANCO
Tel: (072) 255 12/3
Fax: (072) 234 77

ESCOLA SUPERIOR DE EDUCAÇÃO
R. Comandante Salvador Nascimento
6300 GUARDA
Tel: (071) 22 26 34
Fax: (071) 22 23 25

ESCOLA SUPERIOR DE EDUCAÇÃO
Pç da República – Apartado 125
7301 PORTALEGRE CODEX
Tel: (045) 244 50/244 98
Fax: (045) 246 19

ESCOLA SUPERIOR DE EDUCAÇÃO
R. Vale de Chaves – Estefanilha
2900 SETÚBAL
Tel: (065) 76 16 22
Fax: (065) 72 18 69

FAC. DE CIÊNCIAS E TECNOLOGIA
Quinta da Torre
2825 MONTE DE CAPARICA
Tel: (01) 295 44 64
Fax: (01) 295 44 61

FAC. PSIC. CIÊNCIAS EDUC. OPORTO
R. das Taipas, 76 -
4000 OPORTO
Tel: (02) 31 02 30
Fax: (02) 200 42 77

UNIV. TRÁS-OS-MONTES ALTO DOURO
Quinta dos Prados – Folhadela
5000 VILA REAL
Tel: (059) 250 31
Fax: (059) 744 80

UNIVERSIDADE DA MADEIRA
Colégio dos Jesuitas – Largo do Colégio
9000 FUNCHAL
Tel: (091) 360 70/376 09
Fax: (091) 371 43

UNIVERSIDADE DO MINHO
Largo do Paço
4719 BRAGA CODEX
Tel: (053) 61 22 34
Fax: (053) 61 69 36

Conselho Coord. do Ensino Politécnico
Rua Mártires da Pátria, Nº 2 – 2º
1100 LISBON
Tel: 885 05 45
Fax: 885 06 25

UNIVERSIDADE DE AVEIRO
Campo Universitário
3800 AVEIRO
Tel: (034) 250 85
Fax: (034) 286 00

UNIVERSIDADE DOS AÇORES
R. da Mãe de Deus
9502 PONTA DELGADA CODEX
Tel: (096) 263 18/9
Fax: (096) 353 70

M.E. – Departamento do Ensino Secundário
Av. 24 de Julho, 138 – 6º
1300 LISBON
Tel: 397 62 12
Fax: 397 40 42

UNIVERSIDADE DE ÉVORA
Largo dos Colegiais, 2
7001 ÉVORA CODEX
Tel: (066) 255 72/3
Fax: (066) 207 75

Conselho Reitores das Univer. Portuguesas
Rua Florbela Espanca
1700 LISBON
Tel: 797 90 92/797 30 93
Fax: 797 73 94

UNIVERSIDADE ALBERTA
R. da Escola Politécnica, 147
1200 LISBON
Tel: 397 23 18/397 23 34
Fax: 397 32 29

**8.2 Ministry of
Employment and Social
Security**

Central services

Lisbon
Av. José Malhoa, 11
1000 LISBON
Tel: (01) 727 31 23/727 25 36
Telex: 63 186 IEFP SC
Fax: (01) 726 57 55

R. das Picoas, 14
1000 LISBON
Tel: (01) 356 38 01/3-356 26 76
Tel: 12 116 IEFP DTP
Fax: (01) 353 81 39

R. de Xabregas
1900 LISBON
Tel: (01) 858 27 12/858 27 84
Telex: 42 627
Fax: (01) 858 55 02

**Regional delegations
North**

R. Eng. Ezequiel de Campos, 488
4100 OPORTO
Tel: (02) 610 28 96/617 63 36
Telex: 27 105
Fax: (02) 617 15 13

Centre Av. Fernão de Magalhães, 648
3000 COIMBRA
Tel: (039) 2 59 25/2 50 88
Telex: 52 617
Fax: (039) 3 34 97

Lisbon and Tagus Valley Av. António Pedro, 46
1000 LISBON
Tel: (01) 352 35 84/352 03 40
Telex: 65 450
Fax: (01) 57 68 81

Alentejo R. Vasco da Gama, 7
7000 ÉVORA
Tel.: (066) 2 61 56/84
Telex: 14 538
Fax: (066) 2 46 37

Algarve R. Baptista Lopes, 34
8000 FARO
Tel: (089) 82 45 15/612
Telex: 58 026
Fax: (089) 81 20 25

8.3 Social Partners *Comissão Interministerial para o Emprego*
(Interministerial Committee for Employment)
Av. da República, 62 - 8º - 1000 LISBON
Tel. 351 1 796 93 61
Fax - 351 1 797 52 69

Comissão Nacional de Aprendizagem
(National Apprenticeship Commission)
Av. José Malhoa, 11º - 1000 LISBON
Tel. 351 1 727 25 36
Fax - 351 1 726 57 55

Confederação Geral dos Trabalhadores Portugueses - CGTP
(General Confederation of Portuguese Workers)
S. Pedro de Alcântara, 63 - 2º
Tel. - 351 1 347 49 64
Fax - 351 1 342 41 40

Confederação dos Agricultores de Portugal - CAP
(Portuguese Farmworkers Confederation)
Calçada Ribeiro Santos, 19 - r/c - 1200 LISBON
Tel. 351 1 397 51 71
Fax - 351 1 397 73 09

Confederação do Comércio Português - CCP
(Portuguese Trade Confederation)
R. dos Correeiros, 79 - 1100 LISBON
Tel. 351 1 347 74 30/1
Fax - 351 1 347 86 38

Confederação da Indústria Portuguesa – CIP
(Portuguese Confederation of Industry)
Av. 5 de Outubro, 35 – 1º – 1000 LISBON
Tel. 351 1 54 74 54
Fax – 351 1 54 50 94

Conselho Económico e Social
(Economic and Social Council)
Av. Elias Garcia, nº 12 – 1º – Lisbon
Tel. 351 1 793 21 67
Fax – 351 1 793 21 17

Conselho Nacional de Educação – CNE
(National Council for Education)
R. Florbela Espanca – 1700 LISBON
Tel. 351 1 793 52 45
Fax – 351 1 797 90 93

UGT – União Geral de Trabalhadores
(General Union of Workers)
R. Buenos Aires, 11
Tel. – 351 1 397 65 03
Fax – 351 1 397 46 12

AIP – Associação Industrial Portuguesa (Lisbon)
(Portuguese Industrial Association – Lisbon)
Praça das Industrias
1399 LISBON CODEX
Tel. – 351 1 363 31 47
Fax – 363 90 46

AIP – Associação Industrial Portuguesa (Oporto)
(Portuguese Industrial Association – Oporto)
R. Oliveira Monteiro, 453
4000 OPORTO
Tel. – 351 02 600 64 48
Fax – 351 02 606 49 89

9 Training bodies and courses

9.1 Training bodies Because training for teachers and trainers has recently expanded very rapidly in Portugal, no official database exists of the various institutions providing such training, whether or not approved. At present, training models vary. However those provided by public or private bodies dependent on public-sector finance and assistance from the European programmes conform to similar structures and curricula. In section 9.2 we shall give some examples of these courses of training for teachers and trainers.

9.2 Training courses As we have said, in Portugal there is no official list or database of training courses for trainers and their teacher training content.

However, the model most often used for training trainers who will be responsible for promoting or teaching on vocational training programmes within the context of employment is that of a number of training units or modules covering aspects of teaching, general culture and technical subjects.

Unlike the training given to teachers responsible for vocational teaching in the formal education system, the curricula here do not include training in specific scientific or technical subjects, except when trainers have the necessary training to directly implement training courses in individual sectors of industry or in firms with problems requiring the retraining or skill enhancement of their workforce.

By way of example we shall refer to two curricula for more common training courses for trainers and seven examples of training courses for trainers in specific sectors.

Examples of curricula

The first example relates to longer courses financed with Community assistance by the OP 2.3 operational programme and coordinated by the IEFP. This plan is designed to be more flexible so as to render it suitable for different areas of training, while the training modules may be managed by those responsible for the courses.

Area of training	Training unit	Hours
Social Training	• In a national and Community context • The firm and its organisation • Work organisation and safety at work • Specific groups and problems	45 hours
Training management	• Human resource management • Training systems • Planning training • Organising training • Monitoring training	30 hours
Planning of training	• Course programming • Course organisation • Monitoring and assessment of courses	30 hours
Giving instruction	• Psychology of learning • Teaching methods and techniques • The teacher/pupil relationship • Realisation of training courses	80 hours
Audiovisual aids	• Utilising audiovisual aids for teaching	10 hours
New technologies in training	• The use of new technologies in training • Planning training using new technologies	20 hours
Specific technical training	• Skill enhancement and specialisation	130 hours

Training curriculum for trainers (long, general courses)

The second example concerns medium-length courses for training teachers financed with Community assistance. The curricular plans vary according to the institution involved.

Area of training	Training modules	Hours
General Training (compulsory)	• Education in the modern world	30 hours
Training for school-teachers (pupils, school, community, teacher) (optional modules)	• Knowledge and social relations • Learning and education. Psychological processes • School and educational purpose • School and community • Experience and self-teaching	46 hours per module
Training for teachers in vocational education (compulsory)	• Society and vocational education • The pedagogics of vocational training • Technology. Practical training	46 hours
Practical experience/ project (compulsory)	• Skill enhancement and specialisation • Course teaching	46 hours

Examples of courses for trainers by industrial sector

Training course for vocational education teachers

<i>Certificate:</i>	Certificate of course attendance
<i>Open to:</i>	Practising vocational education teachers (vocational courses or vocational schools), preferably headmasters, course directors and directors in experimental areas (laboratories and offices).
<i>Objective:</i>	To enhance the vocational content of training to enable students to acquire new knowledge, skills and attitudes related to vocational teaching.
<i>Duration:</i>	240 hours
<i>Finance:</i>	European Community and national bodies
<i>Curricular organisation:</i>	Modules of 30 to 40 hours (compulsory and optional)
<i>Assessment:</i>	Based on research, innovatory or teaching project work carried out in the vocational schools or in the context of technical courses.
<i>Organisation:</i>	Course organised by the Faculty of Science and Technology of the New University of Lisbon – Educational Science Section

Training course for technical training instructors	<i>Certificate:</i>	Trainer's certificate.
	<i>Open to:</i>	Recent graduates or those completing their final year at university.
	<i>Objective:</i>	To complement scientific and technical training with teaching skills, particularly the ability to analyse training needs. Preparation and implementation of projects for training instructors.
	<i>Duration:</i>	9 months
	<i>Finance:</i>	IEFP Operational Programme (OP 2.3)
	<i>Curricular organisation:</i>	Teacher training modules in the classroom, final practical training in a firm
	<i>Assessment:</i>	Work on a project for training trainers and during the period of practical training.
	<i>Organisation:</i>	UNINOVA
Continuing training course for teachers utilising information and communications technology	<i>Certificate:</i>	Certificate of course attendance
	<i>Open to:</i>	Holders of teaching qualifications
	<i>Objective:</i>	To demonstrate situations in which use can be made of computerised tools to develop new skills and master new technologies
	<i>Duration:</i>	214 hours (3 semesters)
	<i>Finance:</i>	European Community, national bodies and Minerva project
	<i>Curricular organisation:</i>	Modules of 30 to 40 hours, in stages.
	<i>Assessment:</i>	Preparation of computerised material for use in an educational project.
	<i>Organisation:</i>	Faculty of Science and Technology, New University of Lisbon - Minerva nucleus.
Course for training instructors - FORGEST	<i>Certificate:</i>	Certificate of course attendance
	<i>Open to:</i>	Managers and/or trainers at continuing training centres
	<i>Objective:</i>	To analyse and discuss paradigms and models, efficiency, quality and assessment indicators, socio-cultural and educational conditioning factors, theoretical and empirical concepts, the operational value of educational projects, new models for social and educational partnership.
	<i>Duration:</i>	250 hours
	<i>Finance:</i>	FORGEST and national bodies

	<i>Curricular structure:</i>	Training modules, seminars and projects. Alternation between theoretical and on-the-job situations. Case study.
	<i>Assessment:</i>	Work on a project or supervised practical work at the workplace.
	<i>Organisation:</i>	Ministry of Education – D.E.G.R.E.
Course for trainers in urban rehabilitation	<i>Certificate:</i>	Trainer's certificate
	<i>Open to:</i>	Graduate professionals in areas concerned with urban rehabilitation (by public competition).
	<i>Objective:</i>	To impart new knowledge and training skills in order to set up a new vocational school.
	<i>Duration:</i>	12 months
	<i>Finance:</i>	European Euroform programme and national bodies.
	<i>Curricular organisation:</i>	In modules of theory, work at institutions involved in training instructors, vocational schools and schools with courses on urban rehabilitation.
	<i>Assessment:</i>	On the basis of work carried out during the course
	<i>Organisation:</i>	Lisbon Municipal Council
Training course for technical training instructors Local authorities	<i>Certificate:</i>	Course attendance certificate
	<i>Open to:</i>	Candidates selected from among the employees of the Almada Municipal Council
	<i>Objective:</i>	To increase the quality of training through qualifications and further training for trainers and others concerned with teaching, organisation and technology.
	<i>Duration:</i>	120 hours
	<i>Finance:</i>	IEFP Operational Programme OP 2.3 of the European Social Fund and the Almada Municipal Council.
	<i>Organisation:</i>	Theoretical modules alternating with work as instructors and assessment of performance
	<i>Assessment:</i>	Training. Analysis of practical performance.
	<i>Organisation:</i>	Almada Municipal Council – UNINOVA

Training course for company technical training instructors	<i>Certificate:</i>	Certificate of course attendance
	<i>Open to:</i>	Persons responsible for departments within the firm and company training instructors.
	<i>Objective:</i>	To develop personal, interpersonal and social skills in order to enhance the quality of training within the firm.
	<i>Duration:</i>	50 hours (1 hour a week)
	<i>Finance:</i>	Companies and IEFP
	<i>Curricular organisation:</i>	Modules and project work. Seminar
	<i>Assessment:</i>	Presentation and discussion of project work
	<i>Organisation:</i>	Luis Simões transport company

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11 Glossary

In order to clarify the basic concepts used in this report we give below the definition of a number of key terms as used in Portugal.

Initial vocational education (training): All formal courses which accord with public guidelines for the acquisition of knowledge, ability and occupational skills by young people before they enter working life. A number of these courses are open to other young people or adults under the heading of continuing training.

Vocational training under the Ministry of Education: An initial vocational training course carried out within the context of the formal school system responsible to the Ministry of Education.

Vocational training in the context of employment – An initial vocational training course carried out under the responsibility of other ministries.

Teacher – A person holding a professional qualification and approved by the Ministry of Education as fit to carry out the functions of educator or teacher on a permanent, continuous and systematic basis. It may also define those who qualify for in-service professional training. (Article 2 of the Statute on the Teaching Career).

Trainer: All persons giving vocational training in the context of employment, even though by initial work experience and training they belong to the body of school teachers.

As we have explained in the report, the profiles of these trainers vary considerably. Their activities and training are regulated by Decree-Law 401/91 and 405/91 and Regulation No. 69/91.

- a) Company trainer: A person permanently employed by the body organising the training course.
- b) Outside trainer: A trainer not permanently employed by the body organising the training course.
- c) Permanent trainer: A person whose principal activity is training.
- d) Occasional trainer: A person who acts as a trainer on a secondary or casual basis.

List of relevant legislation

Decree Law 9/P/80	Launched pilot apprenticeship courses
Decree Law 102/84	Created the apprenticeship system
Decree Law 32/84	Law governing teaching qualifications
Decree Law 46/86	Basic Law on the Education System
Decree Law 48/86	Defines the system of certification within the education system
Decree Law 287/88	Regulates the professional training of teachers
Decree Law 26/89	Created the vocational schools
Decree Law 286/89	Created the new secondary education system
Decree Law 139A/90	Statute on the teaching career of primary and secondary school teachers
Decree Law 401/91	Provides the legal framework for teacher training
Decree Law 95/92	Defines professional certification
Regulation 423/92	Assessment of pupils at vocational schools
Decree Law 70/93	Revoked the former law on vocational schools
Decree Law 491/94	Provides the legal framework for teacher training

Teachers and trainers in vocational training

Volume 2: Italy, Ireland and Portugal

Project Coordinator: Africa Melis

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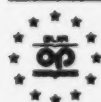
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